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ABSTRACT

In 1985 the Agency for Instructional Technology conducted its second national contest to search out the best promotion and utilization ideas that instructional television (ITV) agencies use to increase use of instructional video materials; and this 1986 compilation of the award-winning ideas is intended to serve as a reference for instructional technologists. The utilizations projects and activities described were entered in the competition under six major categories: (1) Recognition, which includes award criteria for teacher recognition, description of a program on nutrition for fourth and fifth grade students, and highlights of the media specialist's role in ITV; (2) Professional Development, which includes descriptions of the Training Network Project and the Video Library Project; (3) Curriculum Integration, which includes descriptions of the Youth Vote Project; the ASSET Skills Matrix of courses that address basic competency skills for curriculum areas; "Media in the Curriculum," a writing program for fourth, fifth and sixth grade students; NASA Space Shuttle Mission Watch and Videoconference; and "Across Cultures," a workshop series for schools unfamiliar with instructional television; (4) Promotion, which includes the "Sights 'N Sounds" Newsletter; Project "On Camera," public service announcements on health issues for young people; a 10-minute inservice/promotion/utilization teleseries; KQED's instructional television series; the ASSET Newsletter; and the 1984-85 teacher's manuals outlining a series of instructional programs for elementary and secondary students; (5) Video Tape Library, which includes "Bits and Bytes," a computer awareness videocassette series; and two projects aimed at expanding instructional resources and educational services to individual school buildings; and (6) Safety, which includes a poster calling the attention of the educational television community to safety hazards. (DJR)

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ITV Utilization Ideabook 1986

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ITV Utilization Ideabook
1986

A collection of outstanding utilization practices
that support classroom use of instructional television

Edited by
Agatha TeMaat, Ph.D.
Supervisor of Learning Services
KRMA-TV/ Channel Six
Denver, Colorado

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Introduction

AIT held its second annual awards competition prior to FIRSTVIEW 1985. Awards were granted at FIRSTVIEW.

Utilization projects from all across the country were entered in this competition under six major categories:

Recognition
Professional Development
Curriculum Integration
Promotion
Video Tape Library
Safety

The first-place award winner was WNED-TV (Buffalo, New York); second-place winner was RETAC (Downey, California); and third-place winner was New Jersey Network (Trenton, New Jersey). All other entrants received honorable mention.

The utilization activities described in this book provide helpful suggestions that you can incorporate on your home front. I wish you the same success enjoyed by those who participated in them with the teachers and students they serve.

Congratulations to the award winners and a special "thank you" to each agency/station that entered the competition and shared their successes with the ITV community.

Agatha TeMaat, Ph.D.
Supervisor of Learning Services
KRMA-TV/Channel Six
Denver, Colorado
303/892-6666

Recognition

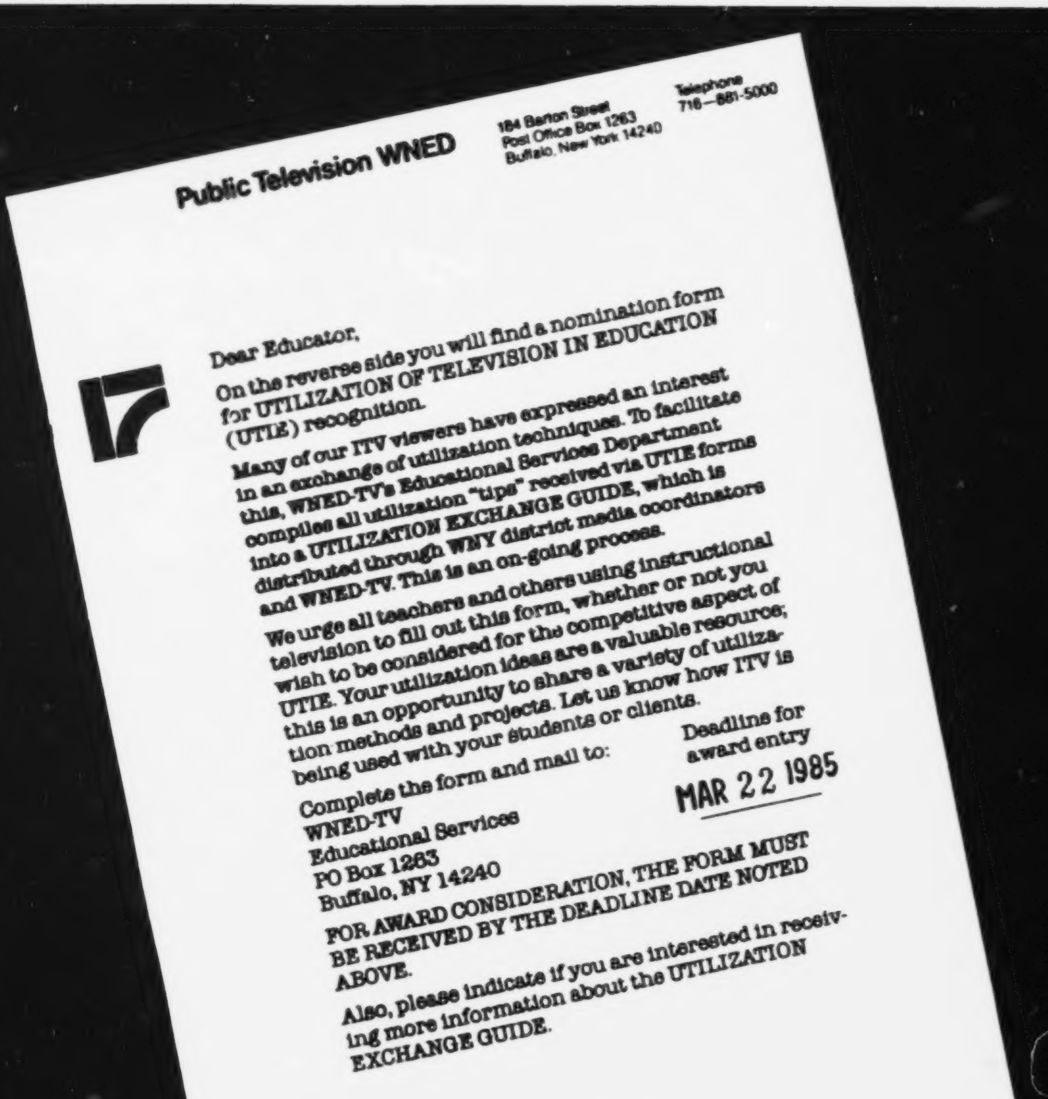
Category: Recognition

Submitted by:
Pamela Johnson
WNED-TV
184 Barton Street
Buffalo, New York 14213

Utilization of Television in Education (UTIE) Award Process And WNED-TV's Production of a UTIE Exchange Guide

Each year, WNED-TV joins most of the other New York State Public Television stations in sponsoring a Utilization of Television in Education (UTIE) award process. UTIE recognizes teachers who creatively use ITV in the classroom. Judging criteria include the extent to which the UTIE entry promotes, reinforces, and improves the use of ITV programs; the degree to which students were actively and creatively involved; the degree to which this project fits into the overall class curriculum; and the potential replicability of the project for other schools.

When each New York State station's first-place entry moves on to the statewide competition, the same criteria are followed. In Buffalo, WNED sponsors an annual UTIE awards luncheon honoring entrants. In time for this meeting, a UTIE Exchange Guide is compiled and distributed to district media representatives.



Public Television WNED

184 Barton Street
Post Office Box 1263
Buffalo, New York 14240

Telephone
716—881-5000

Dear Educator,

On the reverse side you will find a nomination form for UTILIZATION OF TELEVISION IN EDUCATION (UTIE) recognition.

Many of our ITV viewers have expressed an interest in an exchange of utilization techniques. To facilitate this, WNED-TV's Educational Services Department compiles all utilization "tips" received via UTIE forms into a UTILIZATION EXCHANGE GUIDE, which is distributed through WNY district media coordinators and WNED-TV. This is an on-going process.

We urge all teachers and others using instructional television to fill out this form, whether or not you wish to be considered for the competitive aspect of UTIE. Your utilization ideas are a valuable resource; this is an opportunity to share a variety of utilization methods and projects. Let us know how ITV is being used with your students or clients.

Deadline for award entry

MAR 22 1985

Complete the form and mail to:

WNED-TV
Educational Services
PO Box 1263
Buffalo, NY 14240

FOR AWARD CONSIDERATION, THE FORM MUST BE RECEIVED BY THE DEADLINE DATE NOTED ABOVE.

Also, please indicate if you are interested in receiving more information about the UTILIZATION EXCHANGE GUIDE.

Utilization of Television in Education

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Utilization of Television in Education (UTIE)

NOMINATOR TELEPHONE

TEACHER NOMINEE DISTRICT

SCHOOL GRADE AND/OR SUBJECT

ABILITY LEVEL

1. Title of daytime ITV series used

   Program (title)

2. ITV program synopsis

3. Students viewed via ________ broadcast ________ videotape delay

4. Curriculum Area

   Unit of Instruction

5. Instructional unit objectives

   Skills taught and/or reinforced

6. General description of program utilization
   (Teacher and student participation – please underline student involvement)

   (A) Preparation

   (B) Follow-Up

7. Description of results of this utilization
   (ex.: effect on pupils/teachers/administrators; spin-off activities)

8. Documentation and/or report. If available, art work, slides, individual and/or class projects, photos, scrapbook, newsletter, videotape production:

(use additional pages if necessary)

SCHOOL
ZONE

HAVE
A
NICE
SUMMER

WNED-ITV UPDATE

June, 1985

WNED-TV Educational Services Department • 184 Barton Street, Buffalo, NY 14213 • (716) 881-5000

YOU MAKE IT HAPPEN! THANKS SO MUCH

When you record an ITV series on your VCR...distribute our newsletter to colleagues...encourage your Parent Teacher Organization to underwrite video equipment...suggest an ITV series to a teacher researching curriculum resources...motivate a whole classroom full of young people with an instructional TV program...you're making it (ITV awareness and utilization) happen! Thank you so much for helping us better serve WNY's educational community. Best wishes for an enjoyable summer vacation. We all look forward to working with you next school year!

TEACHER TEAM FROM WILLIAMSVILLE TAKES UTIE AWARD

Paula Kwiatkowski and Mary Lauffenberger, teachers at Dodge Elementary School received WNY's First Place Utilization of Television in Education (UTIE) Award and New York State's Second Place Award for their exemplary classroom implementation of the ITV series **HIGH FEATHER.**

HIGH FEATHER, a series which artfully combines a summer camp drama with positive nutrition information, played a major role in fulfilling the district's objectives for "Our Human Body and Health" curriculum. 4th and 5th graders in Paula and Mary's classes became actively involved in a creative variety of pre and post TV viewing activities. Congratulations Paula and Mary for a well-integrated ITV utilization model! Special thanks also to nominator Norm Plezia, WNED's ITV General Assembly Representative from Williamsville.

UTIE CONGRATULATIONS ARE ALSO IN ORDER FOR:

Betty J. Short, WNY Second Place
Hoover Elementary School
Kenmore, New York
(ASSIGNMENT: THE WORLD)
Nominated by Michael Giallombardo

Mary Kay McCord, WNY Third Place
Ellicottville Elementary
Ellicottville, New York
(ADVENTURES IN PHOTOGRAPHY)
Nominated by Carol Ranke

CERTIFICATE OF ACCOMPLISHMENT RECIPIENTS: Richard Mruk, Iroquois Middle School (EUREKA!); Suzanne Darrow, Campus West/College Learning Lab (TUNED IN); Joan Puff, Newfane Elementary (THE LETTER PEOPLE); Gloria Cannon, Campus West/College Learning Lab (TELETALES).

WNED-TV's ½" VCR GROUP BUY NEEDS YOU! THIS MAY BE THE FINAL TIME CHANNEL 17 COORDINATES VCR GROUP BUY

Now's the time to confirm your interest in our Video Library Project ½" VHS-format video equipment group buy. You can do this by sending an official purchase order or letter of intent to WNED-TV's Educational Services Department by June 14, 1985. Note: If you responded to our mid-year "interest survey," please understand this was not a definite commitment so your P.O.'s are really needed now!

Both units are "industrial" models:
1. Panasonic AG2200 VCR @ $500 each
2. Panasonic AG2100 VCP @ $448 each

WNED TV VIDEO LIBRARY

UTILIZATION OF TELEVISION IN EDUCATION

1984-85 Western New York 1st Place

CURRICULUM AREA: Health/Human Body **GRADE:** 4 and 5

UNIT OF INSTRUCTION: Nutrition

TITLE OF TV SERIES: HIGH FEATHER

PROGRAM (Title): Nine of the ten programs were used (programs 1-8 & 10).

TV SERIES SYNOPSIS: HIGH FEATHER offers positive nutrition messages that will help students make wise food choices. It also acquaints them with nutrition related health problems. Each episode, although interesting and fun to watch, contains specific nutritional information that can be incorporated into the lifestyle of young viewers.

STUDENTS VIEWED VIA WNED BROADCAST _____

OR VIDEOTAPE DELAY __X__

INSTRUCTIONAL UNIT OBJECTIVES: To identify the four food groups and our daily requirements of those foods; to identify the five main nutrients; to collect and review nutrient content labels on packaged food; to develop good health maintenance techniques.

GENERAL DESCRIPTION OF PROGRAM UTILIZATION: HIGH FEATHER played a major role in fulfilling the district's objectives for "Our Human Body and Health" curriculum. Unit lessons were planned around HIGH FEATHER programs.

- **PREPARATION (Teacher and student participation):** Nutritional objectives are introduced before each program. Students then take part in a variety of preparatory activities. These activities include: recording what is eaten at each meal; revision of the recorded menus so that they are well balanced; weighing and measuring each student; examining food labels.

- **FOLLOW-UP (Teacher and student participation):** After viewing the HIGH FEATHER episode, students become involved in numerous related activities. These activities are designed to help facilitate and reinforce unit objectives. Typical follow-up activities include a writing assignment (students write articles for the school newspaper reporting facts they are learning about nutrition), research of nutrition related diseases as well as locating and displaying relevant news and magazine articles.

IDENTIFY ANY SPECIAL INSTRUCTIONAL TECHNIQUES: The following instructional techniques were successfully used to enhance learning. Students used computer MECC tapes and kept daily journals of their diet. Menus from fast food restaurants were compared for their nutrient and calorie contents. Data was collected regarding daily nutritional requirements for men and women and plotted on a graph. Students made signs and banners. The unit culminated with a holiday health buffet.

DESCRIPTION OF RESULTS OF THIS UTILIZATION: Ms. Kwiatkowski and Ms. Lauffenburger report that all of the curriculum objectives were met using HIGH FEATHER. They state that their students identified with the TV characters and enjoyed the programs while learning about good nutrition. They have become more aware of their bodies and have begun to take responsibility for their individual nutritional needs.

DOCUMENTATION AND/OR REPORT: The following are available upon request from Ms. Kwiatkowski and Ms. Lauffenburger: Nutritional Buffet Cookbook; daily allowance graph; fat experiment data sheet.

TEACHER:	Paula Kwiatkowski Mary Lauffenburger	**DISTRICT:**	Williamsville
SCHOOL:	Dodge Elementary	**ABILITY LEVEL:**	Mixed

DISTRICT MEDIA SPECIALIST: Norman Plezia

For further information contact your library/media specialist OR WNED-TV, 881-5000.

Category: Recognition

Submitted by: Linda Meehan
KQED-TV
500 Eighth Street
San Francisco, California 94103

KQED serves many educational agencies, each with creative teachers who investigate new ways to share their successes with others. One is "Teacher Tips."

Rob McClure from Jackson Elementary School, El Dorado Hills, California, is one who succeeds with a project that "fails every time." Rob teaches in a rural area with 15 teachers and 444 students.

Generic Science Testimonial

Rob McClure
Jackson Elementary
El Dorado County

California teachers are currently making a great push to dramatically upgrade instruction in science. For many of us at the elementary level, the move to a dynamic, process-oriented science program is a bit threatening. The adopted texts often don't correlate with the California State Framework for Science Instruction. ITV series on earth, physical, and life sciences are an invaluable resource to fill this textbook void.

Start Here: Teacher Tips

Rob McClure
Jackson Elementary
El Dorado County Office
of Education

"Start Here" is an exciting way to combine the science content we're responsible for teaching with the hands-on experience that kids really enjoy. Being able to view science experiments that really work and then perform those experiments themselves has really turned my kids on to science!

What we do is view the program first on videotape. When students see an exciting experiment they would like to recreate, they raise a hand and I jot down the VCR index number. Later that week the student finds the program segment and studies it individually to prepare a presentation for the class.

Eventually, we "go on the road" and perform the experiments for younger classes at the school. This has been really great because the younger students enjoy the experience of seeing science in action and the older students internalize the concepts and become a part of science.

Category: Recognition

Submitted by:
Betsy Walkup
Archdiocese of New York
Instructional Television
215 Seminary Avenue
Yonkers, New York 10704

Recognition of ITV Coordinators

We tried to make a special effort this year to be more personal with the ITV coordinators in the archdiocese. We have a disability in that the Archdiocese of New York comprises ten counties covering 4,717 square miles. It is hard for one person working part time to reach all the coordinators.

In order to become more personal I wrote each coordinator a personal letter of thanks for sending in utilization sheets as well as suggesting some tips for better usage in his/her school. I recorded the coordinators' names in the log, and, by the time of the spring wine and cheese party, was able to invite each person by name.

The purpose of this party is to bring coordinators to the studio and show them previews of coming programs. We will also hand out the preliminary schedule for next year's programming, give a tour of the studio, and announce the winners of the *Tyger, Tyger, Burning Bright* Contest. [Editor's Note: This contest is described in the Curriculum Integration section.]

Archdiocese of New York

INSTRUCTIONAL TELEVISION
215 Seminary Avenue
Yonkers, New York 10704
914-968-7800

Mrs. Jones
St. Clare School
Hone Avenue
Bronx, New York 10462

Dear Mrs. Jones:

As I reviewed your evaluation form, I noticed that you are a new ITV Coordinator for your school. Welcome! We really need you! Just the act of getting the teachers to check the evaluation form and then sending it in to us helps us tremendously. This is the main instrument that we use to decide whether or not to repeat a series next year.

Please know that your work is important and noticed. If you have any questions about your role, or if you need encouragement, please don't hesitate to call me. Should some teachers feel a need to enrich their teaching, please call me for advice. We might have a program that would make their class come alive for the children. As you know we could dial the lesson in for you so that you can have your own individualized program!

I am enclosing some guidelines for Coordinators in case you are wondering how to be more effective.

Again, many thanks for agreeing to take on this job for your school. You are very important to us as well as to your teachers.

Most sincerely,

Betsy S. Walkup
Utilization Coordinator

AGENDA:

COMPLEMENTARY WINE AND CHEESE

PREVIEW NEW SERIES FOR BROADCAST YEAR 1985-1986

RECEIVE PRELIMINARY PROGRAM SCHEDULES FOR NEXT YEAR

QUESTIONS AND ANSWERS

MEET COORDINATORS FROM OTHER SCHOOLS AND DISTRICTS

(If unable to attend, please send a representative)

R.S.V.P. 914 968-7800

I T V COORDINATORS

ARE INVITED

TO

SPECIAL PREVIEWING

AND

WINE AND CHEESE

TUES. MAY 28

2:30 - 4:30

Instructional Television
215 Seminary Avenue
Yonkers, New York 10704

DIRECTIONS:

TRAVELING DIRECTIONS TO ITV

VIA CAR

From Upstate New York:
New York State Thruway South to Exit 4. Stay on Service Road. Turn right at first traffic light and proceed up hill to the top (about 1/2 mile). ITV is directly in front of you.

From New York City:
Major Deegan North to New York State Thruway to Exit 3 (Mile Square Road). Turn left at first traffic light, and proceed up hill to the top (about 1/2 mile). ITV is directly in front of you.

From Long Island Area:
Hutchinson River Parkway to Cross County Parkway West. Cross County Parkway to "Thruway South" exit. Stay on Service Road and turn right at first traffic light. Proceed up hill to the top (about 1/2 mile). ITV is directly in front of you.

From Saw Mill River Parkway:
To Cross County Parkway East. Exit at Thruway South. Stay on Service Road and turn right at first traffic light. Proceed up hill to the top (about 1/2 mile). ITV is directly in front of you.

VIA TRAIN

Take Penn Central - Harlem Division - to Mt. Vernon Station. From Station take Cab to ITV. (Cab should proceed West along Yonkers Avenue to Seminary Avenue. Make a right turn onto Seminary Avenue and proceed down about 1/2 mile to Studio which will be on the left.)

VIA SUBWAY

Broadway Local to 242nd Street Station. Take South Broadway bus to Getty Square then take # 57 bus to Seminary Ave. & Yonkers Ave. Walk Along Seminary Avenue (about 1/2 mile) to studio.

Lexington Avenue - Woodlawn line to last stop "Woodlawn". Take Club Transportation bus along Central Avenue to Mile Square Road. Walk up hill (about 1/2 mile) to Seminary Avenue. Studio is directly in front of you.

Please Come

Category: Recognition

Submitted by: Robert A. Zienta
Instructional Television
Duval County Public Schools
1701 Prudential Drive
Jacksonville, Florida 32207

The Media Specialist: The VIP of ITV

The media specialist in each school is the worthy hero/heroine of the 18-minute program, *The Media Specialist: The VIP of ITV*. As the contact person and liaison between teachers and the ITV staff, the media specialist's key role in this tape is spotlighted for two reasons. The title itself explains our first purpose. We want to recognize media specialists as the key—often initial—introduction to ITV for teachers, and to applaud and encourage them as they make this most important contact. Second, we need a communication tool that clearly and concisely outlines the media specialist's duties and describes the resources with which these can be accomplished. The videocassette program can be used flexibly for either a single viewer or a group. The program on tape has the capability of being replayed whenever needed.

The VIP of ITV is the centerpiece of the ITV department's campaign to develop and train each school's media specialist as the "resident" ITV resource person. It is broadcast on the PBS channel during school system in-service periods and made available, on request, on videocassette.

For the first time this year, our elementary and secondary program guides were revised and divided into two separate editions, one each for elementary and secondary teachers. This was done at the suggestion of our Media Specialists' Advisory Committee, in order to do away with the large and awesome guide we had distributed in the past. The new guides are colorful, illustrated, and designed for quick and concise reference. (The media specialist is provided with a comprehensive—large and awesome—*Resource Handbook* that contains all secondary and elementary materials, along with staff development and administrative information.) The elementary and secondary guides are distributed to teachers by the media specialist in each school.

The "Sights 'n Sounds" newsletter serves the media specialist as a continuing tie and reference to ITV activities and promotions. Both guides and the newsletter are published by the ITV staff and sent via school mail to the schools for distribution.

There are only two ITV utilization specialists to serve and inform 145 Duval County public schools (K-12). Our regularly scheduled person-to-person visits cannot adequately inform and train the media specialist to be an on-the-spot resource. We supplement our utilization visits with attractive and easily accessed print and video materials. Our purpose is to reach our "market" on as many levels and entries as possible with a small staff and budget, in order to "sell" ITV.

Our three-phase media specialist campaign is designed to provide answers to the anticipated questions and problems posed by the school faculties and staffs. *The VIP of ITV* presents the tools and services that ITV offers. The program stresses that the key to the successful implementation of these resources is the media specialist.

The program guides are a further source of information, providing indices and references; the newsletter, a continuing flow of updated information presented in an easy-to-read, friendly style. Our telephone number is everywhere. Our communiques to media specialists are continuing invitations to get in touch with us—after they have utilized those resources we have placed at their disposal.

The VIP of ITV is broadcast at the fall opening of schools during the in-service period scheduled for media specialists. Videocassette tapes are available at any time for individual or group use. The program guides are distributed to all teachers during pre-planning, before students arrive at schools. Program guides are also placed on the resource shelf in the media centers of each school for year-round reference. "Sights 'n Sounds" is published four to six times during the school year.

Both teachers and media specialists are asked to fill in the annual ITV evaluation form in the guides. The Media Specialists' Advisory Committee meets several times a year with the ITV utilization specialists to provide feedback and evaluation.

The following figures represent total requests from the schools (K-12) for duplication of videocassette tapes:

1982-83: 2,760 1983-84: 4,090 1984-85: 5,858

In 1983-84, 31 percent of schools (K-6) had one VCR unit (VCR and color TV); five percent had two units. In 1984-85, 42 percent of schools (K-6) had one unit; 51 percent, two units. In 1983-84, all schools (7-12) had at least one VCR unit. In 1984-85, 71 percent of schools (7-12) had at least two VCR units.

We receive responses from approximately 10 percent of our 6,000 teachers in our annual evaluation of ITV services. Some provide comments that reveal the depth of training needed to correct existing misconceptions about effective use of television as an instructional resource. These are samples of what we try to prepare our media specialists to face: "My black and white TV has been broken for years." "Get longer programs or run them back-to-back." "Too hard to use during resource classes." "I'm a new teacher and didn't know we had this." "Since your new guides came out, your programs have really improved." "Kids get saturated with TV at home." "Not worth effort for 15 minutes." "I only use ITV the last week of school." "Put Primary programs on in p.m., I teach in the morning."

Category: Recognition

Submitted by:
Carol Lang
RETAC
Los Angeles County Office of Education
9300 East Imperial Highway
Downey, California 90242-2890

Teacher Nomination

This past year, RETAC sought to recognize teachers who make good use of instructional television. A nomination form was supplied to RETAC contacts and principals, to be filled out by an administrator, a resource teacher, and the nominated teacher.

Later, a RETAC representative visited the nominee, who subsequently received an Award of Merit for Outstanding Use of Instructional Television.

Los Angeles County Office of Education

Stuart E. Gothold
Superintendent

Los Angeles County
Board of Education

Ruth Bloom
President

Michaelene D. Wagner
Vice President

Lawrence J. Kaplan, D.D.S., F.I.C.D.

Mary E. Lewis

Ricardo J. Olivarez

Earl V. Pullias

Daniel L. Towler

TO: RETAC Contacts and Principals

FROM: Carol Lang, Consultant-RETAC

SUBJECT: **TEACHER RECOGNITION**

RETAC wants to identify and recognize teachers who are demonstrating good teaching techniques through appropriate and effective use of the television and technology. It is important to support and reinforce their efforts and share ideas that others could adopt or adapt.

It is requested that a team made up of an administrator, a teacher, and a resource teacher fill out the nomination form below. A RETAC representative will arrange for a visit to the teacher and recognition will follow. You may nominate as many teachers as you like. One name to a form, please.

Examples of lessons to be recognized:

- clinical instruction television lesson
- instructional television use with ESL students
- accommodation for various learning styles
- a creative followup activity
- usage with less than a total class
- special education applications

Please don't let your teachers be shy! Remember, if you really can do it, it's not bragging!!

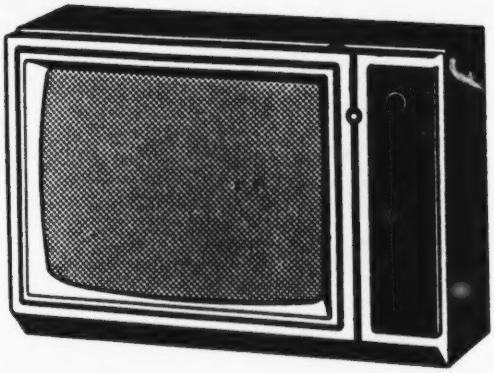
TEACHER NOMINATION

Teacher's name:______________________________
School:____________________ District:________________________
Phone:____________________ Address:________________________
RETAC series title:________________ Lesson Title:________________
Nominated by:____
Summary of teacher's lesson:

Student participation:

Please return this form to:

REGIONAL EDUCATIONAL TELEVISION ADVISORY COUNCIL (RETAC)
DIVISION OF INSTRUCTIONAL MEDIA AND INFORMATION SYSTEMS
EDUCATIONAL SERVICES GROUP ● LOS ANGELES COUNTY EDUCATION CENTER ● ROOM 268
9300 East Imperial Highway ● Downey, California 90242-2890 ● (213) 922-6216



AWARD OF MERIT

presented to

____

for
Outstanding Use of
Instructional Television

____________________ ____________________
DATE

Regional Educational
Television Advisory Council

Courtesy of Orange Unified School District - GRAPHICS 1985

Professional Development

Category: Professional Development

Submitted by:
Linda Meehan
KQED-TV
500 Eighth Street
San Francisco, California 94103

KQED - ITV Training Network Project

Purpose:

The purpose of the Training Network Project is to expand the number of teachers trained in the utilization of instructional television. These teachers will then serve as trainers and resource people for ITV in their local schools and districts. For each "training of trainers" there will be a local coordinator who will be responsible for developing with us a utilization plan and serve as the communication link between KQED and the field trainers. Preliminary expectations are that each trainer candidate would initiate and present at least two ITV workshops throughout the school year.

Content:

The training is designed to take place over a 7 1/2-hour day with a 45-minute working lunch and two hours of viewing sample clips. Participants will be responsible for bringing their own lunch, or the coordinators may make other arrangements. In any case, lunch will be a content time. The training is designed for a minimum of ten participants.

Agenda:

8:00-9:00	Introduction Overview of services and materials History of ITV and recent changes Intro to accessing systems	
9:00-10:00	Why ITV works Utilizing learning styles and teaching modalities Planning and conducting an ITV lesson Integrating into curriculum	
10:00-10:15	Break	
10:15-11:15	*Viewing Session One*	
TRACK A	1. Primary Series	2. Critical Thinking Human Relations Problem Solving
TRACK B	1. Social Studies Multicultural Economics 3-6	2. Social Studies Economics Current Events 6-12
11:15-12:00	LUNCH (Screening of Utilization Video)	

12:00-1:00	Making an ITV presentation	
1:00-2:00	Role Playing	
2:00-3:00	*Viewing Session Two*	
TRACK C	1. Science 3-6	2. Science/Math
TRACK D	1. Language Arts/Art 3-6	2. Language Arts Art Foreign Language 6-12
3:00-3:30	Wrap Up	

Provisions:

KQED will provide each participant with the following materials:

—workshop script and formats for both one-hour and 15-minute presentations
—video tape of ITV utilization program and sample clips
—printed materials: program guides
science resource guides
special education handbooks
ITV handouts
copyright handouts
evaluation forms

Outline of Training Network Project

Introduction

This is the time to get to know the group and allow them to feel comfortable with you and your knowledge of ITV.

Name, title, job. Give the group an idea of your expertise and how what you are doing with them fits into your regular job.

Why there. Explain that through the state's Educational Technology Committee–AB 803–instructional television has been funded at the level of 25 cents per child for each student in California. Because the contract cost with KQED is met by that funding, the service is free to their area. You are meeting with them to help them to become more aware and make the best use of this valuable service. You can also explain that you are part of KQED's training network and are working in a liaison position.

Who is present? Take some time to acquaint yourself with participants. Find out grade levels taught and specialties so that you can refer to them later in the meeting, mentioning specific programs they may be interested in.

Familiarity with ITV. Does anyone currently use ITV in the classroom? Have they used it in the past? If so, what series? How? If not, was it because of lack of equipment? Awareness? Series didn't match needs? Too much bother to use? Take the opportunity to feel out the group's preconceived ideas on ITV and what ITV can do.

Three Changes

If the group used ITV years ago, use that as a lead into how it has changed. If they have never seen ITV, take the time to talk about its history and purpose. Explain how KQED was born as an instructional television station: the first board of directors consisted of educators—superintendents and principals from around the Bay Area. Their idea was to put master teachers on the air to teach subjects teachers had difficulty with and subjects in which the master teachers had particular expertise. This was fine, except that what was important to school districts in one area was irrelevant to others. And the live programs posed the problem of scheduling. Instructional television has come a long way since then.

Product. The first change has come in the quality of the product. Where the beginning ITV series featured merely a black-and-white talking head, today's ITV series open up the world to students. Show the videotape produced from clips of series that are currently broadcast to demonstrate the various visual capabilities ITV can provide for a classroom lesson.

Show tape.

The product quality is the most obvious change, but the second change in ITV over the years is perhaps the most important.

Curriculum tool. Whereas in the past, ITV series were produced on a shoestring and dealt with anything and everything, taking little care about teachers' needs, today's ITV series are carefully designed to match the curriculum needs of teachers throughout the United States. The programs are designed with one specific teaching idea so they can be used separately as well as in a series.

Pass out ITV guides.

Open the guide to pages 4-5. Discuss the wide range of curriculum areas covered and age groups targeted. Explain how a teacher would decide she/he needed a teaching tool in a specific area and would look through the curriculum pages and try to find a good resource. (This may take reviewing several series.)

Go through the selection process. Explain how to read the series page, i.e., days and times broadcast, teacher's manuals, rerecord rights, week of . . . . Select a series. Hold up the manual. Pick a program within the series for an example, and go through a sample lesson plan. If possible, show a short clip from the show.

Explain the valuable content and ideas in each manual. Show how to order on pages 79-80. Explain that top educators and television producers co-design ITV series using teachers and classrooms in every state for evaluation and needs assessments, and that the series are sound.

Delivery. The third change over the years is in delivery. In the 1950s, 60s, and 70s, teachers were bound to the broadcast schedule, but the 80s have brought the videotape recorder into the educational limelight. Teachers may record a program for use at a more convenient time or select an appropriate program or series from the county or district library. This has made ITV a much more flexible resource. Series may be used in total, as clusters, or as individual programs.

The KQED Service

Pass out sheet.

Simply review the sheet, beginning at the top, with the 64 series broadcast 10:00-12:00 a.m. and 12:30-3:00 p.m., Monday through Friday, September through May. Review pages 4-5 again for an example. Explain that rerecord rights have been paid for teachers. Thus they can legally tape series and hold them in a library for as long as the county is contracted. Rights extend to teachers, schools, and district and county offices.

Print materials such as the ITV guide, the science resource guides, and special education handbook are available free from KQED. Manuals for each series are available at cost. Show examples of each print item and how each is used. Workshops in the areas of science, critical thinking, and special education are currently available for district or county groups from KQED upon request made to the county, district, or KQED directly.

Every series in the program guide has been selected by teachers and administrators in the counties that participate in ITV with KQED. Each spring KQED sends out an evaluation form to assess the popular and unused series. There is a preview meeting each year to vote on new series for inclusion in the program guide. It is extremely important to vote on these series; this is the only way KQED knows what is and what is not used.

Access within County

How county receives ITV. Explain—if in KVIE area—the microwave connection. Go over AB 803 funding again.

Access in each participant's area. Ask about reception, availability of videotapes, cable.

Equipment assessment. Does school have TV and VCR? If yes, do they need more? If no, will they be planning to purchase a TV or can their parents' club purchase one? Donations?

Videotape availability. Can they tape? Does district or county have tapes? How does a teacher access the system?

Questions

This is the time to go over teachers' needs. Find series that may work for their particular curriculum needs. Make suggestions as to how they can begin to get programs. Answer as many questions as you can and refer the rest to KQED (415-553-2140).

Future

State funding. It is extremely important this year to fill out all ITV forms, because we are doing an assessment for the state to assure funding next year.

VCRs. The state, through AB 803, is purchasing $1,116,000 worth of VCRs—one for each school by October 1985.

Trends. You know best what the curriculum trends are in your district. Explain how ITV can help teachers—providing a course of study or meeting curriculum needs within district continuum.

Evaluations

Pass out evaluations. Collect and mail to KQED.

KQED9

INSTRUCTIONAL SERVICES

CERTIFICATE OF APPRECIATION

Presented to

In recognition of services contributed to the development of Instructional Television

·0 23

500 EIGHTH STREET, SAN FRANCISCO, CA 94103

Category: Professional Development

Submitted by: Pamela Johnson
WNED-TV
184 Barton Street
Buffalo, New York 14213

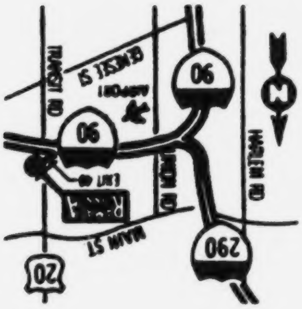
Professional Development Presentations or Guest Lecturer Sponsorship

During 1984-85 WNED sponsored several professional development presentations for school representatives. These complemented Video Library Project goals. To help school representatives adequately implement this innovative ITV distribution project, Dr. Mike Milstein from the State University of New York at Buffalo, Department of Educational Organization, Administration and Policy conducted a seminar on Change Theory and Strategies as they related to WNED-TV's Video Library Project. This March 1984 workshop provided school representatives with a better working knowledge of implementing change within their educational institutions.

To kick off the Video Library Project in the fall of 1984, telecommunications consultant and writer Ken Winslow gave the keynote address at the station's September meeting of its ITV General Assembly body. Winslow discussed the historical development of video technology in education and WNED-TV's role along the ever-changing technological continuum. His address celebrated WNED-TV's launching of its new "overnight" block-broadcast service for ITV. Additionally, Winslow participated in a "Video Library" TV special produced by the station's Educational Services Department.

In the spring of 1985, WNED held a professional development seminar for General Assembly representatives, video library liaisons, and interested educators. The subject of the seminar, "Learn to Be a Television Utilization Leader," featured Lynne Hyne and Frank Trotz of TVOntario.

RAMADA INN - AIRPORT
Exit 49 N.Y. Thruway I-90
6643 Transit Road
Depew, NY 14221
(716-634-2700)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WNED-TV'S EDUCATIONAL SERVICES DEPARTMENT

ANNOUNCES A PROFESSIONAL DEVELOPMENT SEMINAR

FOR

- .GENERAL ASSEMBLY REPRESENTATIVES
- .VIDEO LIBRARY LIAISONS
- .INTERESTED EDUCATORS

Join Us

"Learn to be a television utilization leader"

WITH

LYNNE HYNE & FRANK TROTZ

OF TVO TV ONTARIO

FRIDAY, MAY 3, 1985 AT THE RAMADA INN

Please join us and TV-Ontario for what promises to be a stimulating and creative learning experience!

- .bolster your professional skills
- .provide a personal link between WNED-TV and teachers in your school
- .learn how to promote creative classroom television utilization
- .learn the most effective ways to share your ITV utilization expertise with colleagues

LYNN HYNE is TV-Ontario's Education Officer specializing in early childhood education. A graduate of the University of Western Ontario and the Toronto Teacher's College, Lynn hosts and produces television utilization programs and coordinates TV-O's television resource system in Ontario Elementary Schools. She has co-authored Let's Play TV in the Classroom and contributes to many teacher resource publications.

FRANK TROTZ is TV-Ontario's Education Officer specializing in secondary education. Frank has taught for the Toronto Board of Education and is the Assistant Head of the English Department at Parkdale Collegiate Institute. He is co-founder of Toronto's Factory Theater Lab, and directs and produces for the Sun Wheel Story Children's Theater. At TV-Ontario Frank coordinates the television resource teacher system in Ontario secondary schools.

MORNING EVENTS FOLLOWED BY UTIE AWARD LUNCHEON

At the RAMADA INN (Exit 49 NYS Thruway I-90)
(see map other side)

8:00-8:45 a.m. Outside Lancaster B	VIDEO LIBRARY EQUIPMENT TROUBLESHOOTING: Having difficulties with your VCR? Take this opportunity to informally talk with Ed Weremblewski of Audio Video Corporation
8:45-9:45 a.m. Lancaster B	GENERAL SESSION: WNED-TV Educational Services Business Meeting
10:00 a.m.-Noon	WORKSHOP SESSIONS:
Lancaster B	1) Elementary Level Utilization Session with Lynne Hyne of TV-Ontario
Atrium	2) Secondary Level Utilization Session with Frank Trotz of TV-Ontario
Noon-2:00 p.m. Lancaster A	Luncheon and presentation of Western New York Utilization of Television in Education Award Recipients

PLEASE R.S.V.P BY RETURNING ATTACHED RESPONSE FORM. THANK YOU.

Curriculum Integration

Category: Curriculum Integration

Submitted by:
Richard Daley
WITF
Box 2954
Harrisburg, Pennsylvania 17105

The "Youth Vote" Project

In May, the WITF Social Studies committee identified a mock election as a priority for WITF involvement in fall 1984. They felt schools worked hard on their projects but there was little publicity given to their efforts. Additionally, there was little in the way of TV resources to use with students. Most programming was directed to adults or highly motivated high school students.

In September, WITF surveyed the schools and found high interest in our serving as a communications center for area mock elections. Working with the schools we designed a live TV format, run by students, to both comment on presidential issues and report the schools' presidential vote tabulations.

ITV series and PBS election specials were identified as visual resources to broaden the schools' election study projects.

In November 1984, WITF worked with area school districts and served as an "election central" for mock presidential elections being held in those schools. Fifty-three school districts held their mock elections the Thursday before the national election and called their totals into WITF as part of a live, 90-minute TV special, "The Youth Vote." Students were drawn from area schools to handle the phones, receive vote statistics, debate issues, make presentations, and report election results. Seventy-four students interacted with two WITF staff persons to put the program on the air. 52,674 students voted.

ITV programming—"American Legacy," "The Constitution," "American Scrapbook," and PBS election specials—was tied to the project with regular project newsletters and resources sent to schools as support to the "Youth Vote" project.

Schools indicated interest by filling out a form and sending it in to WITF. Once a contact teacher(s) was identified, WITF sent a series of newsletters to the school(s), sharing resource ideas and getting student involvement in place.

The form identified on-camera talent and behind-the-scenes workers. The ITV series "Tuned-In" was used by many of the schools to prepare the students for their particular program roles. Teachers then nominated students for program participation. Subsequent phone calls between WITF staff, teachers, and students finalized the participants and voting procedures.

This part of the campaign got WITF involved with schools and teachers in a much more direct way than before. We used the project as our "foot in the door" to interest schools in other resources WITF could provide.

The Campaign Worked

Fifty-three school districts participated; 52,674 students voted as part of the project; 74 students were part of the live TV program; and utilization of WITF-distributed ITV resources both in the specific election area and in other fields increased significantly.

Six new school districts joined the WITF Education Service because of this exposure to the services our station could provide.

Participants Respond

"Best thing you have ever done to further ITV use."

"You involved not only the bright but found ways to involve all levels of the students."

"You opened up our eyes to what ITV can do to motivate learners. TV sure doesn't have to be passive."

"You showed the community how good our kids really are."

"ITV does not have to be canned instruction."

Curriculum Support Materials Sent to Participating Teachers

—newsletters to inform
—articles on national issues, optional issues on predicting an election and others

THREE REQUIRED NATIONAL ISSUES QUESTIONS CHOSEN: 30 OPTIONAL QUESTIONS ALSO INCLUDED

After much deliberation, debate, and consultations with an ad hoc committee composed of representatives of the New York City Board of Education, the New Jersey Department of Education, the Georgia Department of Education, and the Roper Organization,* the three required national issues questions were finally phrased. Thirty optional questions on the three selected areas (nuclear and defense, the economy, and education) were included as well. All are attached.

The purpose of the extended questions is to help teachers help students and parents understand the complexity of the issues and base decisions on carefully reasoned, well-informed judgments, rather than over-simplified headlines.

The 30 optional questions can serve teachers as the outline for a series of classroom and family discussions before the final vote. The three required questions will, we hope, permit us to maintain national unity while encouraging local diversity.

TANDY will record the votes on both the required and the optional questions.

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* A national polling organization

USA TODAY ELECTION GUIDE INCLUDES MOCK ELECTION AND PREDICTION

USA TODAY has contributed space in their Classroom Election Guide, a section on the 1984 National Student/Parent Mock Election and prediction.

Teachers who have not seen the September issue of *Educational Leadership* (ASCD), devoted to "Thinking Skills in the Curriculum," are urged to do so. It is a very exciting and provocative issue, with particular relevance to the question of prediction!

A REMINDER: The educational purpose of the prediction exercises in the National Student/Parent Mock Election is not to predict the elections. It is to motivate participation in the democratic process and the development of higher-level thinking skills--skills which have been found to be seriously deficient in American students!

Educational Leadership's opening article is on "Critical Thinking: Fundamental to Education in a Free Society." Buried near the back, Carl Bereiter's article on thinking skills carries a provocative sublead: "If It's Fun, This Must Be Friday!"

The 1984 National Student/Parent Mock Election is fun, but its educational purpose is far from fun and games! It is equally far from exit polls, taken after, not before voting, and projections based on actual votes, and not necessarily on the ability to analyze and synthesize, to employ inductive and deductive reasoning, to draw inferences, test hypotheses, and come to conclusions. An exercise in prediction is an exercise in decision making. It demands reasoned, critical judgments based on past behavior and present concerns. To predict you must understand!

SUGGESTED CLASSROOM ACTIVITIES

Hold a mock political party convention where student delegates vote on a platform and nominate a candidate.

Have students elect members of their class to be stand-ins for the 1984 Democractic and Republican presidential candidates and hold a debate.

Invite local politicians representing both of the major political parties to participate in a speakers' forum on election issues.

Organize contests for the best campaign posters, buttons, slogans, and songs.

Have students write and present speeches representing the candidates' positions on the issues.

Have students poll people in the neighborhood to find out which presidential candidate they will vote for.

Have students conduct "Man or Woman in the Street" interviews, tape-record them, and play them back for the class on questions such as, "Do you think television stations should continue to announce projected winners before the polls have closed?"

Have students watch television advertisements that "sell" candidates and then have them write their own 30-second spots.

Have students watch the television debates sponsored by the League of Women Voters and discuss their impressions of the candidates' poise, personality, and articulateness.

Have students monitor various print media during a two-week period, and at the end of each week compare depth, editorial slant, story priority, and political cartoons.

Have classes compare how television coverage of the campaign differs from print coverage.

Have students mount a bulletin-board display of political cartoons. Tell them to create and add their own cartoons of current presidential candidates to the display. Then have them discuss the use of caricature and satire in political cartooning.

ACTIVITIES FOR PARENTS AND CHILDREN

The school curriculum is intended to encourage discussions at home. Here are a few examples of activities for parents and children.

Watch television debates sponsored by League of Women Voters.

Discuss the children's impressions of the candidates' personalities and stands on issues.

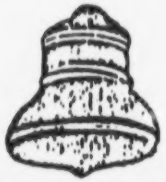
Monitor various newspaper articles during a two-week period, and at the end of each week discuss and compare depth, editorial slant, story priority, and political cartoons.

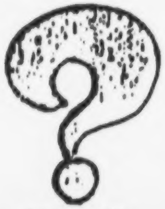
Conduct "Man or Woman in the Street" interviews with neighbors and members of the family. Ask: "Has television been helpful to you in making your decisions about how to vote?" "What do you think are the major issues facing voters this year?"

ELECTIONS 1984 **ACTIVITY 1**

CANDID CANDIDATES

This is the year for elections for the Presidency of the United States, The United States Senate, The House of Representatives, The State Senate, and the State House of Representatives. How much do you know about the candidates for these important offices? Use your newspaper as a resource to help you gather information to fill in the chart below. For each candidate, fill in current elected position (if any), previous experience, marital status, and age.





	DEMOCRATIC	REPUBLICAN	LIBERAL	CONSERVATIVE	OTHER
PRESIDENT					
U.S. SENATOR					

ELECTIONS 1984 **ACTIVITY 2**

WHO STANDS OUT?

During an election, candidates for office must state their positions on the "issues"—matters of debate or controversy. Candidates might be asked what they would do about inflation, crime, aggression by foreign nations, social security, or energy.

Choose five major issues of this election year. Write them in the space at the top of each column. Write in your own position on each issue. Then fill in the candidates' positions in the spaces provided below.

	ISSUE 1	ISSUE 2	ISSUE 3	ISSUE 4	ISSUE 5
YOUR POSITION					
PRESIDENT DEMOCRAT					
PRESIDENT REPUBLICAN					

'84–2000: The Students' & Parents' Recommendation

Make YOUR voice heard!

THREE REQUIRED NATIONAL ISSUES QUESTIONS

	Yes	No
1. Would you favor a continued build up of our nuclear strength as the best means to keep the peace?	____	____
2. Would you favor an increase in taxes to reduce the federal deficit providing there was an equal amount of spending cuts in all areas?	____	____
3. Would you favor increasing federal aid to education if it meant reducing defense spending and spending for social needs (e.g., aid to cities, jobs, welfare, housing, etc.)?	____	____

'84-2000: THE STUDENTS' & PARENTS' RECOMMENDATION will be a national vote by the students and parents of America on the problems their democracy will face as it enters the 21st century. The vote, on Mock Election Night, will be a recommendation to the newly elected President and legislators on the choices that will shape our lives in the next millenium.

'84–2000: The Students' & Parents' Recommendation

Make YOUR voice heard!

30 OPTIONAL QUESTIONS*

NUCLEAR WAR AND DEFENSE

America should deal with the danger of nuclear war by:	Yes	No	Mixed
a. Building our defenses as rapidly as possible so that Russia will be forced to cooperate with us:	___	___	___
b. Negotiating a freeze on nuclear weapons with the Russians:	___	___	___
c. Establishing a unilateral US freeze and putting the Russians on the spot:	___	___	___
d. Giving civilian experts more information about and greater control on nuclear weapons:	___	___	___
e. Staying with the controls we now have on nuclear weapons:	___	___	___
f. Renouncing a first strike use of nuclear weapons under any circumstances:	___	___	___
g. Building up our conventional warfare capabilities:	___	___	___

---

* To the Teachers: This list is intended to stimulate discussion and debate so that students will be able to make their decisions on the three required questions well in advance of voting. It is suggestive, not inclusive. Please use it to "prime the pump" and encourage students and parents to add additional items of their own for local discussions and voting.

Nuclear War and Defense (continued)

(America should deal with the danger of nuclear war by:)

	Yes	No	Mixed
h. Pulling most of our troops out of Europe and forcing the Europeans to defend themselves:			
i. Establishing "Star Wars" capability in space:			

THE ECONOMY

America should deal with the deficit, unemployment and other threats to economic growth by:

	Yes	No	Mixed
a. Cutting social spending to reduce the government's expenditures:			
b. Cutting military spending to reduce the government's expenditures:			
c. Introducing new technology to increase our productivity and establishing government training programs to re-train displaced workers:			
d. Reducing the minimum wage for youth and thereby increasing their employment:			
e. Raising tariffs to keep imported products out and thus help American industry:			
f. Eliminating trade barriers so that American manufacturers will be forced to meet competition:			
g. Paying farmers not to farm and thus keeping food prices up:			
h. Distributing surplus foods with government support here and abroad:			
i. Guaranteeing equal economic treatment for women and minorities:			
j. Encouraging women and minorities not to compete for the jobs now held by others:			

EDUCATION

America should solve the current problems of the nation's schools by:

	Yes	No	Mixed
a. Guaranteeing premium pay for superior teachers:	___	___	___
b. Issuing education vouchers that will permit each child to go to a public or a private school as his or her family chooses:	___	___	___
c. Lengthening the school day:			
d. Establishing regular school prayer in the classroom:	___	___	___
e. Increasing the role, and the financial support, of the Federal government in public school education:	___	___	___
f. Decreasing the role, and the financial support, of the Federal government in public school education:	___	___	___
g. Putting more stress on the three "R's":	___	___	___
h. Putting more stress on practical subject areas such as science and math, vocational training and career guidance, foreign languages, or computer skills:	___	___	___
i. Putting more stress on school discipline:	___	___	___
j. Establishing more effective teacher and adminis- trator evaluation procedures and removing incompetent teachers and administrators:	___	___	___
k. Establishing strict competency requirements for students and failing all students who cannot meet them:	___	___	___

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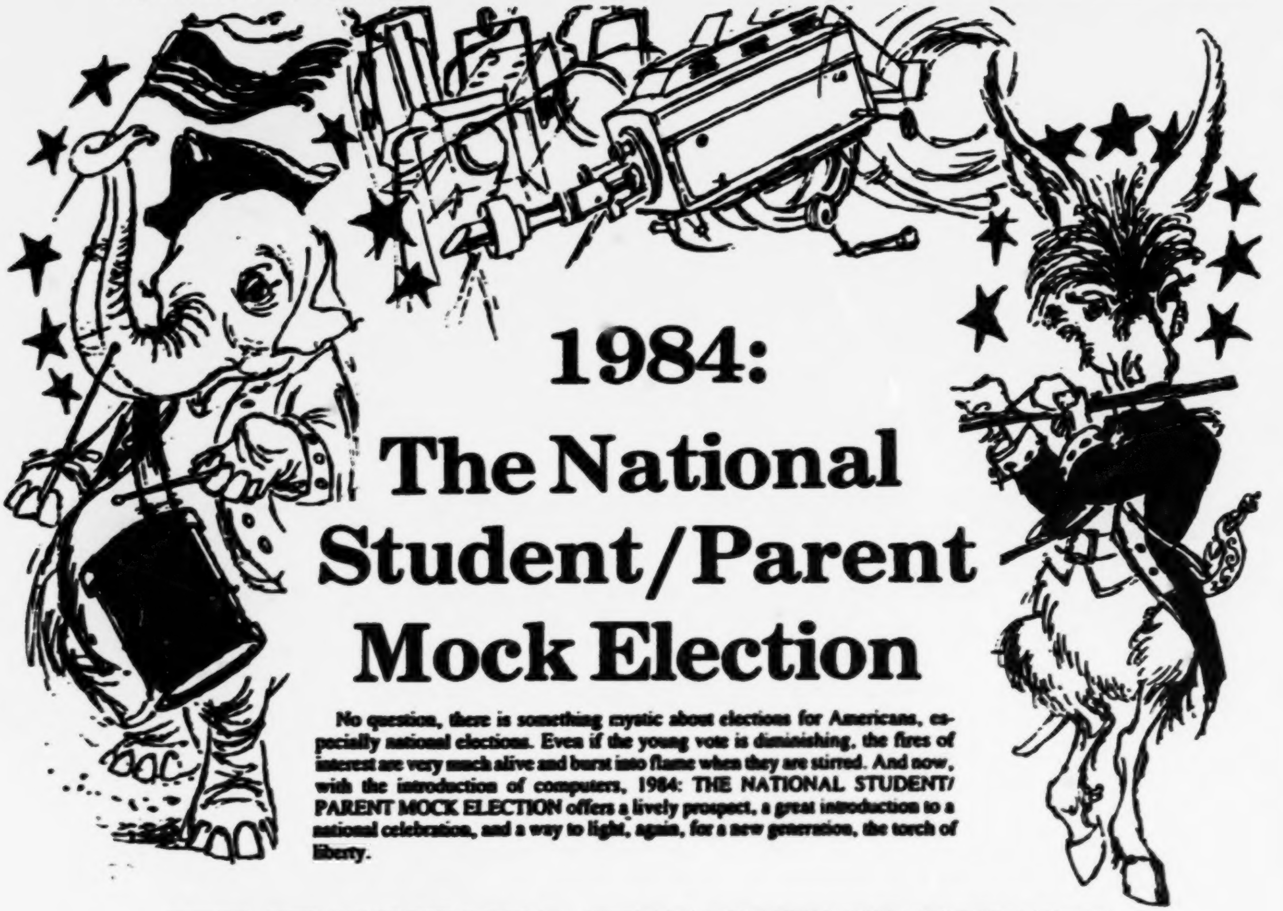
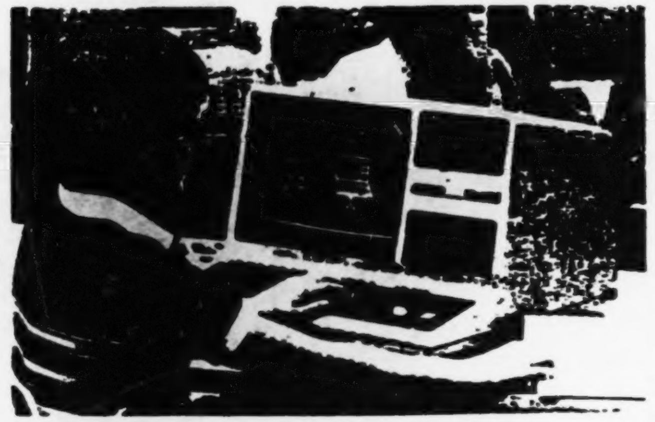


1984:
The National Student/Parent Mock Election

No question, there is something mystic about elections for Americans, especially national elections. Even if the young vote is diminishing, the fires of interest are very much alive and burst into flame when they are stirred. And now, with the introduction of computers, 1984: THE NATIONAL STUDENT/PARENT MOCK ELECTION offers a lively prospect, a great introduction to a national celebration, and a way to light, again, for a new generation, the torch of liberty.

ELECTION EXCITEMENT
Kids with Computers Predict Outcomes



There is more than usual excitement at Francis Lewis High School in Queens, New York. Students are preparing for the 1984 election by working with their teachers and using technology. They are using computers to predict the outcome of the 1984 election on the basis of ethnic voting, media coverage and the "coat-tail syndrome."

John Shoel, a junior, is studying the ethnicity factor. Basing ratios on 1980 election results and ethnic populations in Queens on census data, John is predicting the number of votes each candidate will garner in his borough.

Vipul Desai is busy counting newspaper columns in inches, and storing the data on his disk. He is predicting the outcome of the Democratic Primary based on the number of lines the newspapers are devoting to each of the candidates.

Walter Schmidt is conducting a survey among parents. After his school debate teams have argued their opposing positions on nuclear defense, Walter will test his hypothesis that candidates and issues are more important than party affiliation in determining a voter's choices. Walter will use his new knowledge of statistics to study the results of his survey.

Two other students are applying social science research techniques and computer data capacities as they predict how many Senators and Congressmen will be swept into office on the coat-tails of the winning presidential candidate.

Elementaries Involved Also

At the same time, in an elementary school in Texas, intermediate teachers are helping students consider how to collect and record data about voter preferences in their town. The classroom is filled with charts and student made graphs. Students are entering survey data into a classroom computer.

Student enthusiasm is high. These elementary students will be among those in all fifty states who will be participating in the National Student/Parent Mock Election sponsored by the Teachers Guides to Television Family Institute. (For more information about this program, see page 3.)

But What Is Prediction?

Prediction is an intellectual task. Our skill at prediction is strongly related to our success at life. It is a skill practiced by both the first-grade reading student and the twelfth-grade physics student, the social scientist, the artist, the musician, the mathematician. It is essential to decision making, integral to our sense of self.

Prediction is a problem-solving process at its core. It involves going from what we know in order to speculate about what might happen. In many day-to-day activities we predict without giving a great deal of conscious effort to the process. We might casually check the sky, observe dark clouds, and, as a result, decide to wear a raincoat and carry an umbrella. At noon, we might want a light lunch in anticipation of a big dinner. In each of these cases, we base our choices on a process of hypothesizing, gathering information and forming tentative conclusions.

Because prediction skills are so much a part of daily living, adults often take for granted that children possess them. But thoughtful parents and teachers do not trust to chance. They stress predicting skills early and often with young learners.

In Miss Flynn's primary class, for example, children clustered around a gaily wrapped "Mystery Box" are asking questions to help them predict what's inside. Johnny shakes the box to hear how it sounds. Cindy is curious about whether it smells. "It sounds round," Tommy observes. "And soft . . . like a tennis ball." Pepper wonders aloud. Within minutes the children accurately predict the contents, a new sponge football! They write a story about the football, their listening skills and their ability to predict helping them to master the spelling.

In time, Miss Flynn and other teachers will use vocabulary such as hypothesizing outcomes, collecting data, and forming tentative conclusions. With this foundation, students can begin to explore prediction as it relates to the political process and voting behavior.

Understanding Prediction and Political Polls

In 1984 the media declared Walter Mondale to be the "front runner" even before the first primary using polling techniques linked with computer technology to try to predict outcomes. By using information gathered from polls and analyzed by computer programs, politicians and news media personnel try to predict potential outcomes. Polls, therefore, have become an integral part of the political process.

A political poll is a survey or questionnaire designed to ask people a set of specific questions about a certain topic. Polls, among other things, may be used to find out about how people feel about selected issues, how they intend to vote, or why they voted the way they did. Prior to the use of the computer, collecting and analyzing poll data were laborious tasks and often lead to erroneous conclusions. The computer's capabilities to store, analyze and quickly retrieve information have made the polling process much more sophisticated. A political candidate may conduct a political poll, enter the information in a computer, analyze the results and be able to make some specific assessments of what may happen. In the forthcoming elections, political candidates at the local, state and national level will use polls to tell them about important issues confronting their campaign.

On election night in November, the news media will make their predictions based on data gathered through polls and analyzed by specific computer programs. Although there are several ways to gather the data for election night predictions, the most sophisticated method used is to collect, via polls and other methods, detailed information about the voters from key areas across the nation. On election night information is then gathered on how these people voted. The data are entered into a computer which uses a sophisticated mathematical formula to make final predictions. Newscasters then announce the predictions on the air.

Analyzing Political Polls

Accepting the outcomes of any political poll can be risky. Although it is not possible to study a poll presented by the media on election night, it is possible to analyze the various political polls that appear in the printed media and as a part of campaign literature. The validity of any political poll rests on the answers to four key questions. These are: (1) Who conducted the poll? It is wise to find out who sponsored and/or conducted the survey. The results of a poll conducted by a candidate indicating a wide lead in an election should be used more cautiously than one conducted by an independent agency. (2) When and where was the poll conducted? A poll represents views at a particular point in time. One needs to ask when and where the poll was taken. Results that are months old may not reflect current feelings, and a poll taken in Kansas may not reflect how people feel in Minnesota. (3) What kind of sampling techniques were used? Since it is not possible to ask everyone to answer a poll, pollsters select a sample of people. How these people are selected determines whether or not their views can be generalized to a wider population. Does the poll tell the reader how the people were selected? (4) What were the questions? The wording of a question can influence how a person responds. A good political poll will present the question to the reader so (s)he may examine the question for ambiguous wording. These key questions must be asked to determine the meaning of the results of the polls.

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Exploring the Electoral System

Class A
10 pupil voters
5 electors

Class B
20 pupil voters
10 electors

Class C
30 pupil voters
15 electors

	Popular Vote			*Electoral Vote*	
	Democrats	Republicans		Democrats	Republicans
Class A	9	1	Class A		
Class B	19	1	Class B		
Class C	14	16	Class C	——	——
Total			Total		

Suppose that your school has decided to follow the electoral college system as created in the U.S. Constitution for its student government election for student president. Each box represents a class of varying student enrollment in your small school.

- Tally the vote and determine who won the election. (Although the Democrats won the popular vote, the result is a tie in the electoral college).
- Change the number of pupils to 32 in Class C. (This will result in a candidate's victory in the electoral college without a majority of the popular vote).
- When has this happened in past U.S. elections? How could this happen in the 1984 election?

- This activity could lead to a look at actual electoral college statistics from recent elections. *Students* could prepare chart or graph to show information comparing popular vote with electoral college votes.

	Electoral Vote	*Popular Vote*
Nixon	302	43.4% (31,785,480)
Humphrey	191	42.7% (31,275,166)
Wallace	45	13.9% (9,906,473)

Becoming Involved: Prediction Activities

The activities below offer ways to encourage students, parents and teachers to take an active role in the 1984 national election. Note that each activity involves speculating about outcomes based on thoughtful research and deliberation.

Will 18-Year-Olds Have Clout

What effect will the 18-21 year old voter have in 1984? Investigate the participation of 18-21 year old voters in national elections since the 26th Amendment in 1971 (1972, 1976, 1980). What percentage of eligible young voters cast ballots? How did they vote?
What issues might attract 18-21 year olds in 1984?
What predictions can you make about 18-21 year old voters and their impact in 1984?

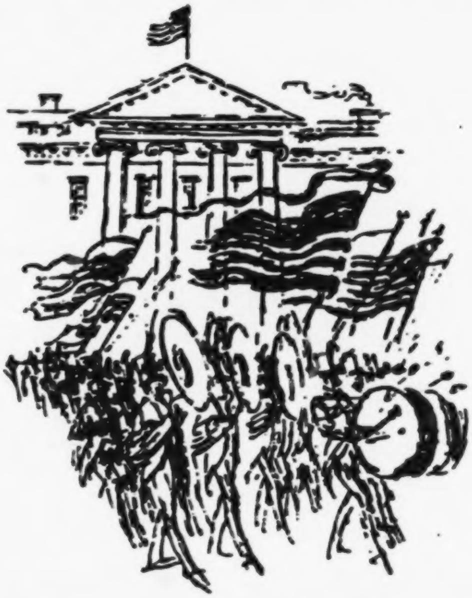
What About Women?

Imagine the League of Women Voters is sponsoring a debate on the following topic: *Resolved:* The "gender gap" will influence the 1984 national elections.

Prepare for the debate by considering the origin and meaning of the term "gender gap". Investigate each party's position at present and in recent elections. Investigate the percentage of women who have voted in previous national elections, and how they voted. Now use the information in a role play. Is your character's behavior consistent with the values she espouses? Why? Why not?

A Candidate Needs to Know

You are running for national office in 1984. Your campaign committee needs to assess the effect that the major big city newspapers had on the last few Presidential elections. Identify these newspapers, which candidates each endorsed, and the effect these newspapers had on the election. Given that information, what effect would you predict these newspapers will have on the 1984 election? How will that affect your campaign?



Create a Commercial

"We need to know why television is so effective in creating markets for new products but apparently ineffective in getting out the vote." View numerous political advertisements you have seen on TV or heard on the radio. How do the ads excite voters or turn them off? What types of information do political ads give the electorate? Select the candidate of your choice. Create a radio or television political advertisement for your candidate which will conform to his/her positions on the issues and entice the voters to come out and vote for him/her. Can you predict the difference in votes as a result of your commercial?

How's Your News Nose?

You are a newspaper editor. Create a newspaper on the issues of the campaign including the position which each candidate has taken. Which candidate would you predict to win? Write an editorial for your paper endorsing that candidate.

Survey Sleuth

Construct a survey on the 1984 election to be administered within your school building. Include the Presidential, Congressional and Senatorial races in your survey. Predict the outcome of the election for those candidates based on your survey.

Campaign Headquarters Here

Turn your classroom into campaign headquarters. Prepare literature and materials to distribute. Invite the candidates to the grand opening of your headquarters. Predict a winner!

Role of Polls

Understanding the political process in the United States means gaining insights into how decisions are made. For example, why does one candidate decide to spend considerable time, money and energy campaigning in one area while another focuses attention on a different location? Why does the President choose to announce an important policy decision at a particular time during an election year? The informed citizen needs to have an elementary understanding of why some decisions are made. A part of this political understanding is that of being able to evaluate the role of political polls.

Pollster's Problem

You have been hired by the Republican (Democratic) Party as its chief pollster. You need to find out how well your candidate is perceived in terms of personality and competence. You must find out and report to the national committee of the party:

- What is your candidate's position on the major issues?
- On what issues is your candidate vulnerable?
- How do the voters perceive him/her? Are perceptions influenced by age, sex, race, income and education level?
- Given this information, predict how your candidate will do in the election.

Play a Hopeful

Since the Presidential candidates probably cannot come to your school to debate, prepare a mock debate. Have a student or team of students represent each candidate and his/her position on the issues. After the debate, predict who will be the next President.

Category:	Curriculum Integration
Submitted by:	Patricia Miller ASSET Children's Hospital Curry Road Tempe, Arizona 85281

I. The ASSET Skills Matrix

The Arizona Department of Education has identified certain basic competency skills necessary for promotion in all the major curriculum areas. The ASSET Skills Matrix identifies ASSET courses and lessons that address each skill. The Matrix has been used in both utilization workshops and promotion activities. In some cases, districts are utilizing ASSET courses as the foundation for their entire curriculum, especially in the areas of art and music. Trends away from specialty teachers in these areas force classroom teachers to assume responsibility for arts instruction, often involving subjects in which they are hastily prepared and lack confidence. The ASSET Skills Matrix demonstrates how the ITV courses enrich, support, and indeed provide quality instruction as outlined by the State Department of Education. (See following pages.)

II. ASSET - Curriculum Review Process

(See calendar of monthly events.)

I. ASSET COURSES SKILLS MATRIX

1984-85

CONTENTS

CAREER, VOCATIONAL AND ECONOMIC EDUCATION 1
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FINE ARTS

ART
1. awareness
2. basic principles
3. composition
4. creativity
5. processes and materials
6. techniques in art
7. appreciation

MUSIC

8. performances
9. singing
10. playing instruments
11. movement to music
12. listening to music
13. understanding basic concepts
14. understanding musical notations
15. appreciation
16. self-expression

	Art Maker	Let's Draw	Visions	Music Box
1.	x	x	x	
2.	x	x		
3.	x	x	x	
4.	x	x	x	
5.	x			
6.	x	x	x	
7.	x		x	
8.				
9.				x
10.				x
11.				x
12.				x
13.				x
14.				
15.				x
16.				x

CAREER, VOCATIONAL, AND ECONOMIC EDUCATION

CAREER EDUCATION
1. career/occupational awareness
2. career planning and decision making
3. values/attitudes
4. basic skills for employment
5. awareness
6. making good consumer decisions

ECONOMIC EDUCATION

7. consumer protection
8. opportunity cost
9. money management
10. budgeting
11. market intervention
12. specialization/division of labor

	Making It Work	Spaces	Tax Whys*
1.	x	x	
2.	x	x	
3.	x	x	
4.	x	x	
5.			
6.	x		
7.			
8.			
9.			
10.			
11.			
12.			

*Not available

COMPUTER EDUCATION

COMPUTER LITERACY

1. awareness
2. basic principles of development
3. understand applications
4. ability to recognize uses
5. identify major components of hardware and software
6. ability to give commands
7. logical thinking
8. creativity/self expression
9. problem solving

COMPUTER PROGRAMMING

10. vocabulary/terminology understanding
11. interaction with variety of computers/systems
12. plan and code a computer program
13. design problem solving technique
14. refine logical thinking technique
15. acquisition of evaluating criteria
16. understanding of self-expression
17. appreciation of potential uses
18. relationship to career plans
19. develop functional skills in programming in one subject area
20. efficiently enter data
21. verify accuracy of input and output
22. decision-making

COMPUTER ASSISTED INSTRUCTION

23. basic skill drill and practice
24. simulation/application to reality
25. tutorial/individualized instruction
26. problem solving/manipulation/storage/processing and complex operations

	Adventure of the Mind	Computer Programme	Educational Computing Screenings	Solutions Unlimited
1.	x	x		
2.	x	x		
3.		x	x	
4.	x	x	x	x
5.	x	x		
6.	x	x		x
7.	x	x		x
8.	x	x		x
9.	x	x		x
10.	x	x		x
11.				
12.				
13.				x
14.				
15.			x	
16.		x		
17.	x	x	x	
18.		x	x	
19.	x			
20.	x			
21.				
22.				x
23.	x		x	x
24.			x	x
25.			x	x
26.	x		x	x

LEARNING SKILLS

READING
1. varying rate based on content and purpose
2. identifying ambiguities
3. main idea
4. context clues
5. inference

WRITING
6. organizing written information
7. supporting generalizations

LISTENING
8. listening for a purpose
9. summarizing
10. appropriate listening behaviors

ORAL PRESENTATION
11. organizing thoughts
12. tone, style, emphasis
13. analogies/metaphors

VIEWING/PRESENTATION/OBSERVING
14. describing observations
15. using communications techniques

MATHEMATICS
16. graphs, maps, scale drawings
17. measuring/approximating
18. averaging
19. translating word problems into number sentences
20. money

STUDY SKILLS
21. conducting a survey
22. locating/using reference materials
23. making predictions
24. organizing experiments
25. using resource people
26. test taking strategies
27. taking and using notes

	Thinkabout
1.	X
2.	X
3.	X
4.	X
5.	X
6.	X
7.	X
8.	X
9.	X
10.	X
11.	X
12.	X
13.	X
14.	X
15.	X
16.	X
17.	X
18.	X
19.	X
20.	X
21.	X
22.	X
23.	X
24.	X
25.	X
26.	X
27.	X

GUIDANCE

GENERAL HEALTH
1. growth and development
2. adolescence and maturation
3. marriage and family
4. siblings
5. sexual roles and values
6. death and dying

MENTAL HEALTH
7. self-awareness/human relationships
8. developing life-coping skills

SPECIAL HEALTH PROBLEMS
9. problems of the handicapped
10. substance abuse

EMOTIONAL GROWTH
11. values/attitudes
12. rights/responsibilities

	Inside out	On The Level	Ripples	Self, Inc.	Spaces*
1.	X	X	X	X	X
2.	X	X	X	X	
3.	X			X	
4.	X		X	X	
5.	X		X	X	
6.	X				
7.	X	X	X	X	X
8.	X	X	X	X	X
9.					
10.					
11.	X		X	X	X
12.	X		X	X	X

*See Career/Education

MATHEMATICS

NUMBER THEORY
  1. patterns and sets
NUMERATION
  2. one to one correspondence
  3. equal/unequal
  4. number sentences
  5. place value
WHOLE NUMBERS
  6. addition/subtraction
  7. multiplication/division
RATIONAL NUMBERS
  8. fractions
  9. decimals
  10. zero
APPROXIMATION/MEASUREMENT
  11. length, width, circumference
  12. area, volume
  13. mass, weight
  14. temperature
PROBLEM SOLVING/ESTIMATION
  15. word problems
  16. estimation
GEOMETRY
  17. shapes
METRICS
  18. notation
  19. measurement

	It Figures	Math Cycle	Math Lab VIII	Math Wise	Reading Approach to Math
1.					
2.		X	X	X	
3.		X		X	
4.				X	
5.	X	X			
6.	X	X		X	X
7.	X	X	X	X	X
8.	X	X	X	X	X
9.	X	X	X	X	X
10.					X
11.	X	X	X	X	
12.	X	X	X	X	
13.		X	X	X	
14.		X		X	
15.	X	X	X	X	X
16.	X	X	X	X	X
17.			X	X	
18.			X	X	
19.				X	

HEALTH AND PHYSICAL EDUCATION

HEALTH
  1. physical growth and development
  2. body parts and their function
  3. adolescence and maturation
  4. nutrition
  5. intellectual growth
  6. social growth
  7. emotional growth
PHYSICAL EDUCATION
  8. games and sports
  9. body movement/coordination
  10. strength, flexibility, muscle tone
  11. understanding your body's needs
  12. life-long sports

	All About You	Inside Story With Slim Goodboy, The	On The Level*
1.	X	X	X
2.	X	X	
3.			X
4.	X		
5.	X		X
6.			X
7.	X		X
8.	X		
9.	X		
10.	X		
11.	X		
12.			

*See Guidance

READING AND LANGUAGE ARTS

READINESS SKILLS
1. auditory discrimination
2. visual discrimination
3. listening comprehension

WORD IDENTIFICATION SKILLS
4. vowel and consonant recognition
5. sight word recognition
6. context clues
7. word endings
8. prefixes, suffixes, affixes
9. roots
10. compound words
11. syllabication
12. contractions, possessives
13. structural analysis
14. phonetic analysis

VOCABULARY SKILLS
15. word meaning

COMPREHENSION SKILLS
16. following sequence of events
17. identifying details
18. predicting outcomes
19. identifying the main idea
20. character development
21. identifying figurative language
22. drawing conclusions
23. drawing inferences
24. recognition and recall
25. identifying elements of style
26. relating literature to personal experience

COMPOSITION SKILLS
27. spelling
28. grammar
29. paragraph development

WRITING SKILLS
30. cursive writing

	American Short Story	Bookbird, The	Communicating with A Purpose	Cover to Cover, The Best	Cursive Handwriting, Series A	From the Brothers Grimm	In Other Words	Letter People	Reading Rainbow	Shakespeare on Stage	Tuned In	Wordsmith
1.					x			x				
2.					x			x				
3.					x		x	x				
4.								x				
5.								x				x
6.							x	x				x
7.												x
8.												x
9.												x
10.												x
11.												x
12.												x
13.							x					x
14.							x					x
15.	x		x			x	x		x	x	x	
16.	x	x	x	x		x	x		x	x	x	
17.	x	x	x	x		x	x		x	x	x	
18.	x	x	x	x		x	x		x	x	x	
19.	x	x	x	x		x	x		x	x	x	x
20.	x	x	x	x		x			x	x	x	
21.	x		x	x		x	x		x	x	x	
22.	x	x	x	x		x	x		x	x	x	
23.	x	x	x	x		x	x		x	x	x	
24.	x	x	x	x		x	x		x	x	x	
25.	x		x	x		x	x		x	x	x	
26.	x	x	x	x		x			x	x	x	
27.							x					
28.							x					
29.							x				x	x
30.					x							x

SCIENCE

COMMUNICATING
1. listening/comprehending
2. describing

OBSERVING/DESCRIBING
3. properties/characteristics
4. changes/interactions/relationships
5. patterns/cycles

ORDERING
6. objects and events

CLASSIFYING
7. similarities/differences
8. properties
9. classification

MEASURING
10. measuring instruments

COLLECTING AND ORGANIZING DATA
11. organized form
12. graphs and charts

INTERPRETING DATA
13. key ideas
14. graphs and tables

INFERRING
15. interpreting data
16. inferring relationships

PREDICTING OUTCOMES
17. factual data
18. inferred information

IDENTIFYING VARIABLES
19. variables causing changes
20. in experiments

OPERATIONAL DEFINITIONS
21. measuring
22. giving examples

FORMING HYPOTHESES
23. cause/effect
24. prior to experimentation

EXPERIMENTING
25. testing hypotheses
26. designing experiments

MODELS
27. using and formulating models

ENVIRONMENTAL SCIENCE
28. renewable resources
29. non-renewable resources
30. energy/alternatives

	Animals and Such	Community of Living Thing	Discovering	Eureka!	Human Community	Mole Concept	Out and About	Search for Solutions	Start Here: Adventure Into Science	Terra: Our World	Thinkabout	3-2-1 Contact	Universe and I	Up Close and Natural	Voyage of the Mimi	What About	Zoo, Zoo, Zoo
1.	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
2.		X			X	X	X	X	X		X	X	X	X	X	X	
3.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
6.	X		X					X		X	X	X	X	X		X	
7.	X	X	X			X		X		X	X	X		X		X	X
8.	X	X		X		X		X	X				X	X		X	X
9.	X	X	X	X				X			X	X	X	X		X	X
10.						X		X			X	X			X	X	
11.				X				X	X		X	X	X	X	X	X	X
12.				X				X			X				X	X	
13.		X	X	X	X	X		X	X	X	X	X	X		X	X	X
14.			X	X	X	X			X		X	X					
15.			X	X	X	X		X		X	X	X	X		X	X	
16.	X	X		X	X		X	X		X	X	X	X		X	X	
17.	X		X		X	X	X	X	X	X	X	X	X		X	X	
18.	X				X	X	X	X	X	X	X	X	X		X	X	
19.	X		X	X	X	X		X	X			X	X		X		
20.			X	X		X		X	X			X	X		X	X	
21.						X				X	X	X			X		
22.		X	X	X		X					X	X	X		X		
23.			X	X		X		X		X	X	X	X	X		X	
24.		X				X		X			X	X	X	X	X	X	X
25.				X					X		X	X	X	X	X	X	X
26.									X		X	X		X	X	X	
27.						X		X	X		X	X	X		X	X	
28.					X					X							
29.					X					X							
30.					X				X	X							

SOCIAL STUDIES

SELF-AWARENESS
1. understanding oneself in relation to others

CULTURAL AWARENESS
2. understanding home, community, environment
3. understanding other cultures

GEORGRAPHY
4. understanding environment's relation to society

POLITICAL SCIENCE
5. understanding relationship between society and politics
6. understanding relationship between society and U.S. politics
7. understanding relationship between society and world politics

HISTORY
8. understanding historical events
9. understanding historical events in the U.S.
10. understanding historical events in the world

ECONOMICS
11. understanding the relationship between economics and society

STUDY SKILLS
12. acquiring, evaluating, organizing information
13. problem solving skills/decision making
14. using reference materials
15. interpreting maps and globes
16. understanding chronology

	Across Cultures	American Legacy	American Scrapbook	Assignment: The World	Finding Our Way	Making It Work*	Out and About**	Tax Whys*	Truly American	Under the Yellow Balloon	What's in the News
1.	x			x		x	x			x	x
2.	x	x	x	x		x	x		x	x	x
3.	x		x				x		x		x
4.	x	x	x	x	x		x			x	x
5.	x			x							x
6.		x		x							
7.	x			x							
8.									x		
9.		x		x					x	x	
10.				x					x		x
11.	x	x	x	x		x	x			x	x
12.	x	x	x	x	x	x	x			x	x
13.	x			x	x	x	x				x
14.	x	x	x	x	x						x
15.	x				x					x	
16.		x	x		x						

*See Career and Vocational Education
**See Science

II. ASSET ANNUAL CURRICULUM REVIEW PROCESS

AUGUST/SEPTEMBER ASSET staff attend "FirstView" (national preview conference). Participating ASSET districts conduct ITV curriculum needs assessment.	**OCTOBER** ASSET Curriculum Committees organized.	**NOVEMBER** "SAT SCREEN" Participating ASSET districts preview and evaluate new ITV courses (from FIRSTVIEW choices).
DECEMBER ASSET staff vote for new network ITV course selections for next school year, after SAT SCREEN ballots are returned.	**JANUARY** Interim utilization survey of participating districts. PMN finalizes broadcast schedule of courses for next school year. PMN issues Round One of the "group-buy" for next year.	**FEBRUARY** ASSET Curriculum Committee members evaluate print materials (teachers' guides accompanying new ITV courses) against curriculum goals.
MARCH PMN issues Round Two of the "group-buy" for next year.	**APRIL** ASSET Curriculum Committees hold annual screening and prioritizing meeting in Tempe, SPRINGVIEW.	**MAY** PMN issues Round Three (final) "group-buy." Final utilization survey of participating districts.
JUNE ASSET schedule for up-coming school year finalized.	**JULY** New Teacher Resource Guide prepared and broadcast schedule printed	

Category: Curriculum Integration

Submitted by:
Carol Lang
RETAC
Los Angeles County Office of Education
9300 East Imperial Highway
Downey, California 90242-2890

Media in the Curriculum

In the summer of 1984, the Hawthorne School District in Los Angeles County convened a group to develop a district-wide plan for integrating media and technology into the school curricula. I was requested to plan with this special study group of administrators and teachers representing all schools and grade levels. After various activities that examined courses of study, instructional television materials, and programming, discussion sessions revealed the need for a handbook/ reference guide to record the decisions emerging from the study. This process led to the development of *Media in the Curriculum*, a reference guide for use by teachers.

The guide is arranged by grade level, subject area, and unit of instruction. Appropriate instructional television series and specific programs are listed for each instructional unit. An interdisciplinary approach is used so that literature, art, or music could be used to teach science.

[Editor's Note: *Media in the Curriculum*, an impressive 60-page document subtitled *A Reference Guide for Teachers Using Television in the Hawthorne School District*, was submitted with this entry.]

Category: Curriculum Integration

Submitted by: Betsy Walkup
Archdiocese of New York
Instructional Television
215 Seminary Avenue
Yonkers, New York 10704

Tyger, Tyger, Burning Bright

We started a new series, *Tyger, Tyger, Burning Bright*, to help children learn to write creatively. In order to motivate teachers and children, I initiated a contest for the fourth, fifth, and sixth grades. The fourth-grade children were to write either a poem or a short story. The fifth-grade children had to write both a short story and a poem. The sixth-grade children were to write a short story, a poem, and a limerick.

I have found that teachers like to have the motivation of a contest because they want their children to win. The children were required to sign a statement saying that they had watched at least ten programs and that their work was original.

The purpose of the contest was to motivate children to write creatively. Their work would be read by a committee of teachers.

To learn how to write creatively, the children had to be taught. That's where the television came in. The children were to watch *Tyger, Tyger, Burning Bright* to learn how to write poems, short stories, and limericks.

The contest began before the second complete showing of the series. Teachers were notified one month before it aired so they could obtain teacher guides and entry forms.

We asked teachers outside of instructional television to read the children's work. These teachers had taught creative writing and were familiar with the age group. The children's literary forms were judged on:

1. imagination
2. economical and clear choice of words
3. genuine feeling
4. choice of words with sensitivity to color, power, and subtle shades of meaning

This campaign had an impact in that the series *Tyger, Tyger, Burning Bright* was utilized fully. To have entries, the children had to watch the shows and put their learning to good use.

MEMORANDUM

TO: All Teachers of Grades 4, 5, and 6

FROM: Mrs. Betsy Walkup-Utilization Coordinator
Instructional Television

RE: Contest for "Tyger, Tyger, Burning Bright"

This spring we are offering a contest for children in grades 4-6 to motivate them to attempt creative writing. We have a new series this year called TYGER, TYGER, BURNING BRIGHT which, step by step, helps children unleash creative impulses. Using a contest may further encourage children to attempt the exercises in poetry and prose writing.

Eligibility Children in the Archdiocese who have viewed at least the first ten programs of TYGER, TYGER BURNING BRIGHT by April 30th. They must be in grades 4, 5, or 6.

Awards There will be a first place award given to the winner in each grade level and honorable mention ribbons to runner-ups. They will be presented at a party given at ITV in the Spring.

Deadline for Entries All entries should be hand delivered or mailed on or before May 1, 1985 and sent to:

Mrs. Betsy Walkup
Utilization Coordinator
Instructional Television
215 Seminary Avenue
Yonkers, New York 10704

For further information call Mrs. Walkup, Contest Coordinator at 914 968 7800.

Teacher Guides for TYGER TYGER BURNING BRIGHT are available at $1.60 a copy and can be obtained by calling or writing ITV.

ENTRY FORM

All short stories and poems must have attached to them this entry form with the following information:

Name of Student ________________________________
Last First

Grade ________________________

Parent/Guardian ________________________________
Last First

Home Address ________________________________

City ____________________ Zip Code ____________

School Name ________________________________

____
address City

Name of Teacher ________________________________

Name of Principal ________________________________

I promise that the enclosed work is original and that I did not receive any help in writing my entry. I also promise that I viewed at least the first ten programs of "Tyger, Tyger, Burning Bright".

____
Signature

Instructional Television 215 Seminary Avenue Yonkers, NY 10704

70

Arelleen Fajardo April 29, 1985
St. Clare's School 6–

Limerick – winner

There is such a thing called Spring
Which make the blue birds sing
Very, very soon
The flowers will bloom
And that starts the Summer fling.

(limerick)

One day while watching TV
I saw network "ITV"
I thought it shocking
To see them stopping
To announce that the winner was me!

Category: Curriculum Integration

Submitted by: Richard Daley
WITF
Box 2954
Harrisburg, Pennsylvania 17105

NASA Mission Watch

WITF joined with the SCOLA project out of Creighton University, NASA, and local museums and astronomy groups to involve the schools in our area with experiments and projects taking place on space shuttle missions and the Halley's Comet Watch.

Station engineers modified one of our small satellite receiver dishes to capture the SATCOM signal used by NASA to transmit space-shuttle information. We then recorded experiments, conferences, and events of interest to schools for later distribution that night over the WITF Video Library Network.

WITF then formed a special interest group drawn from the 47 school districts we serve, invited representatives from this group to attend the NASA teleconference that explained the April Mission Watch experiments, and developed a mailing list of teachers and resource persons to receive a regular newsletter detailing NASA and other TV resources WITF will make available to support space science curriculum activity in the schools. We were recently successful in receiving a grant to conduct workshops around the NASA Halley's Comet Watch curriculum and to edit video tapes we will record from space shuttle missions this fall.

WITF

February 8, 1985

TO: Science Teachers

FROM: Dick Daley, WITF Educational Resources

RE: NASA SPACE SHUTTLE "MISSION WATCH" and Videoconference

During Mid-March high school and junior high school teachers and students will have the opportunity to take part in a NASA pilot effort to monitor the 51-D mission of the space shuttle which features scientific activities of interest to schools around the country.

NASA will televise the entire 51-D shuttle mission by satellite preceded by a satellite videoconference intended to give science and math teachers a preview of science activities during the mission. WITF will record the teleconference and feed it to member schools over late night distribution. Teachers will also be invited to attend the conference if their schedules so allow.

You may link a microcomputer to NASA mission control for daily mission status reports and follow the mission using short wave or ham radio. Depending on school interest WITF could aim one of its satellite downlinks to the NASA satellite allowing field trips to the station to see the museum activity and for WITF to record the mission on 1/2" VHS video (using the 6 hour record mode).

The project is coordinated by SCOLA (Satellite Communications for Learning World-wide), a non-profit organization headquartered in Creighton University in Omaha, Nebraska. SCOLA is funded by an Exxon grant to coordinate this and other satellite projects. There are no costs for schools to register for the "Mission Watch" experience.

If you are interested in finding out more about this project, please call me, Dick Daley at WITF, 236-6000 or send in the enclosed form for pre-registration information. I'll send you a packet of information about the satellite project and teleconference including an application to join SCOLA (no cost).

This appears to be an exciting opportunity for WITF and the schools to work together in using satellite technology to further educational goals.

I look forward to hearing from you!

DD/pb

TV 33 □ FM 89.5
WITF Communications Center at 1982 Locust Lane □ Box 2954 □ Harrisburg, PA 17105 □ (717) 236-6000

REGISTRATION FORM

SCHOOL ________________________________ DISTRICT ______________

ADDRESS __________________________________ ZIP ______________

COORDINATOR FOR MISSION WATCH (TEACHER) ______________________________

Check One:

Please register our school with SCOLA ______________________

We have registered with SCOLA on our own ______________________

Our school may send a representative to the teleconference March ___ or March ___
Exact time to be announced by NASA March 1. YES _____ NO _____

NOTE: If you register with SCOLA on your own for "Mission Watch" or through WITF, you will receive packets directly from NASA and SCOLA. We will register schools simply as a matter of convenience for you. In either case, your name and school will be added to the Haley's Comet Watch Network.

Orbit maps for the project will be available from WITF.

WITF will send you a Mission Watch satellite viewing schedule and will feed these programs to schools over late night distribution. You will also receive a computer call-in number to access the Mission Watch status reports and to access the bulletin board. For schools unable to use a computer, WITF will access the NASA computer and mail data to you and put "chat" information on the SCOLA Bulletin Board on district request. To have WITF work with you on computer access, call Dick Daley at WITF 236-6000.

We look forward to working with you.

NOTE: This project, as described above, is available to WITF school members only.

Scola NewsScan

Omaha, Nebraska
(402) 280-4063

SUGGESTIONS FOR THE NASA SPACE SHUTTLE "MISSION WATCH" AND VIDEOCONFERENCE

INTRODUCTION

On Monday, August 24, 1981, students and teachers at Hall High School, Dist. #502, in Spring Valley, Illinois turned their student-fabricated satellite dish antenna to tune in on the Voyager II space mission, the latest NASA planetary event of this decade. Amid reporters from the ABC "Nightline" news, and the NBC "Today" show, high school students at the school beamed in live programs from the Jet Propulsion Laboratory dealing with the saturnian mission. On the students' television screen was a computerized picture of Saturn coming in at that moment from thousands of miles out in space. No high school had ever done anything quite like this before. Hours before the thirty seconds' worth on the nightly news, they witnessed hour-long accounts of scientific events as the spacecraft traversed the planet Saturn. As the mission proceeded, students looked over the shoulders of scientists at the first close up pictures of the ringed gas planet. Hall High School students established the first high school "Mission Watch", their mini mission control.

During the middle of March, 1985, hundreds of high schools and colleges will have the opportunity to take part in a NASA pilot effort to share that kind of experience anew. NASA has asked SCOLA, Satellite Communications for Learning World-Wide, to coordinate all activities for a national "Mission Watch" of the 51-D mission of the Space Shuttle mission which features scientific activities of interest to schools and colleges around the country.

Your institution may already have had experience monitoring various NASA missions directly by satellite, but many have not. Nor have many hosted a satellite videoconference. But whether your organization has done so in the past or not, these suggestions may be helpful to make your "Mission Watch" a success.

NASA will televise the entire 51-D shuttle mission to schools by satellite. You will have access to the day-by-day schedule of important scientific actvities so that you will not have to miss a thing.

The "Mission Watch" is preceded by a satellite videoconference which is intended to give science and math teachers in grades 6 thru college a preview of science activities during the mission. You will find that the science content of the mission will fit a wide range of educational levels and subject areas.

GENERAL INFORMATION

1. If you do not have a satellite receiver at your school but wish to participate in the event by checking in on the computer listing of televised events for information only, call the SCOLA office after March 1, 1985, for the telephone number. Scola will also publish a list of radio frequencies used by NASA for you to tune in on short wave and ham fm radio.

2. Please complete the enclosed registration sheet and return it to SCOLA. It is the only way we are certain that your institution will in fact host this event. SCOLA will notify registrants of any changes in schedule. A computer bulletin board at SCOLA will also be kept up-to-date on all details regarding the mission. Messages may also be placed on the board, if you like, such as school-to-school reports dealing with their local projects, or simply to report on. The telephone number is 402-280-4384 and may be accessed from 5:00 P.M. to 9:00 A.M. (CDT) daily.

3. Please forward completed evaluation forms to SCOLA at the end of the two-week event. These will be forwarded to NASA for their assessment. A final report on the effectiveness of the conference will be mailed to each of the participating institutions.

What NASA Will Provide:

NASA will provide satellite time to beam the entire mission directly to school dish antennas around the country. Additionally, NASA will broadcast a videoconference prior to the mission about an hour in length. During the videoconference, teachers and their students will be able to phone in questions to NASA scientists, engineers, and educators on the panel.

NASA briefing information will be sent to all schools about all the important aspects of the mission. The first 250 downsites that sign up will receive press kits with full orbital maps of the mission directly from NASA approximately 10 days prior to the mission launch. A telephone number will be provided for schools to link a microcomputer to NASA mission control for daily mission status reports. Finally, satellite coordinates, transponder(s), and times will be announced not later than one week prior to the event.

What SCOLA Will Provide:

SCOLA will publicize the "Mission Watch" and the pre-mission videoconference among all schools that we know own satellite "dish" systems and will gathering evaluation information from each of the downsites for NASA. Questions regarding this educator program should be directed to SCOLA, not NASA.

What You Should Provide:

1. **A "MISSION WATCH" COORDINATOR.** It is very helpful for your school to have one person in charge of your local program. This person will be responsible for overseeing the entire two week event and will make sure all the details and arrangements are completed. This individual is responsible for the over-all success of the event.

2. **PUBLICITY.** Your school is responsible for all your local publicity. SCOLA will not do this for you. We are interested in a quality pilot program, not a national media event. You should designate an individual to arrange for your local newspaper, radio, or television station announcements to invite other schools in your area to attend your videoconference, and to take part in the overall event. Press releases should be sent out well in advance of the videoconference.

3. **NO FEES ALLOWED.** If your school will host the videoconference, we ask that you do not charge a fee for doing so. SCOLA receives no money at all for any part of this project. SCOLA's sponsor EXXON is covering these expenses as part of its current grant. Since tax dollars are already being spent on satellite time, and NASA's services, NASA has requested that no school attempt to make money on

their program. However, if you must rent a satellite system, rent a facility, or provide refreshments, you may certainly charge whatever you need to reimburse your school for your out-of-pocket expenses.

4. **VIDEOCONFERENCE PROGRAM.** The videoconference is the starting off point for your local program. You should already have your plan in mind for the rest of the mission activities. To insure that the videoconference activities run smoothly, you should have the following individual, equipment, and agenda in place:

   a. **TECHNICAL COORDINATOR.** Your technical coordinator is the "nuts and bolts" person who is responsible for all technical aspects of the program. He or she makes sure that the satellite receiver is working, the dish is aimed right, enough TV's are in the room, and that whatever is electronic works.

      If you are hosting a videoconference with a borrowed "dish", your tech person makes sure that a satellite TV dealer provides a free (if possible) demonstration of his product.

   b. **TV MONITOR(S).** It is recommended that one 19" or larger screen television be available for a group of 15 or fewer persons, two televisions for up to 50 persons, or one additional television for each additional 25 persons be used. (If a 48" projection television is available, you may substitute it for the first three televisions.)

   c. **AGENDA.** On the agenda, the "Mission Watch" coordinator should have divided up various "watch" activities among students to be performed over the period of the mission. One possiblity might be for students to take turns monitoring an astronaut's work period and to simulate the on-board work experience of an astronaut by walking through one staggered sleep cycle and a work-cycle. Another might be to ask for themes or detailed reports about some aspect of the mission or the space program in general.

Videoconference participants should be encouraged to develop their own local plan for monitoring this mission. Since this has not been done before, there is no right or wrong way to do this.

5. **TELEPHONE QUESTIONS.** During the videoconference, cards on which to write questions should be made available to each participant. Questions should be phoned in to the number on the screen during the conference. Operators at NASA will forward questions on to the panel members during the telecast. Calls will be taken on a first-come, first-served basis.

6. **EVALUATION FORMS.** Forms to evaluate the entire "Mission Watch" will be distributed at the videoconference. Kindly ask each school leader to complete the evaluation form by the end of the mission and return it to the site facilitator so that it can be forwarded to NASA.

7. **GUEST SPEAKER.** If your institution is a college, you might consider having one of your staff members give a talk on a science or math related subject that would tie in with the videoconference theme. As a college host, you might use this event as an opportunity to promote your science and mathematics programs as they relate to the space program.

   If on the other hand, your institution is a secondary school or an agency that would serve a secondary school (grades 6-12) audience, you might consider having a college instructor or a top science teacher from the area to present a talk related to the idea of a "Mission Watch."

   Possible topics might include, but not be limited to, a talk on NASA and its 25 year history, our space program and its successes, or possibly use the event to organize a chapter of the new Young Astronauts Program sponsored by the President.

   At the close of the program, however, each teacher and student group should know what it will be doing as its part of the 51-D mission.

After the Videoconference

The "Mission Watch" Coordinator shall see to it that all evaluation forms are distributed to other cooperating schools (i.e. those that may not have a satellite downlink but make arrangements to share your facility or videotapes, or who wish to take part by computer and short wave or ham band radio) and will make arrangements for collection after all mission activities have been completed. He or she will make certain that completed evaluation forms are sent directly to SCOLA after the event so that they may be forwarded to NASA.

Best wishes to you on a successful "Mission Watch." We know that you will want to get ready for this event by getting your students involved now in the planning of your program and will want to get teachers and students from other schools interested in taking part as well. If you have any further questions, you may contact the SCOLA office for details at the above telephone number.

Category: Curriculum Integration

Submitted by:
Carol Lang
RETAC
Los Angeles County Office of Education
9300 East Imperial Highway
Downey, California 90242-2890

Across Cultures

The campaign format was utilization workshops for schools unfamiliar with instructional television. In these workshops, teachers were introduced to the use of television as "another text" and a new resource. The individual series was presented as an example of material available in this area.

Without the concrete example of a series and its accompanying teacher's guide, a discussion of television in the classroom would be too theoretical and useless. On the other hand, a workshop on a series without general information and background on instructional television would be valueless. Therefore, our workshop format includes instruction and information in both.

The purpose of the workshop campaign was to introduce and explain the use of instructional television in the classroom, thereby promoting its usage. Our workshops included handouts on air times and dates, discussion of off-air use (tape library/copyright information), teacher preparation, student preparation and follow-up, and evaluation of the learning experience for students and teachers.

Program samples were shown, as well as samples from the teacher's guides, during the presentation. Some discussion of classroom management systems for instructional television was presented along with suggestions for the effective integration of television into regular teaching units. A question-answer time was allowed, along with informal give-and-take during the workshop, and an evaluation form filled out at the end.

The workshop campaign took place between February 10 and May 10. Approximately 10-12 workshops were held each month. Our goal was to cover our target area and respond to district requests as efficiently as possible. We scheduled workshops at the convenience of those requesting them. We covered all schools (15) in one district, three pilot schools in another, two regional workshops, and two workshops for specialists, among others.

Two evaluation instruments were used. The "Workshop Evaluation" form was distributed and completed at the end of each workshop, providing instantaneous feedback on the appropriateness of workshop activities and general receptivity of the group to the ideas presented. The white "Report Card" is included as part of our printed broadcast schedule. Return is requested after teachers have had time to use the programs in their classes.

Statistical data is derived from two sources: orders for teacher's guides (after the workshop, teachers place orders with their school representative, who calls us) and a research study on use of instructional television in our region. Teacher's guide orders indicate that seven out of ten workshop participants used this series. The results of our research study have not been tabulated at the present time.

Approximately 97 percent of our evaluation forms indicate that the objectives of the workshops were met and that the materials presented (schedules, guides, clips of series) will be useful to teachers. Most indicated that using instructional television in class would "better the curriculum" and "help motivate the students." One principal wrote, "I really was excited to see such enrichment materials available." Other comments were "sounds worthwhile," "eager to try," and "very informative."

WORKSHOP EVALUATION

Please comment on the following:

1. Did you understand the objectives of the workshop? ________

2. Were the objectives met? ________

3. Will the workshop materials and handouts be useful to you?

   ____

4. Were the workshop activities structured appropriately?

   ____

5. Was the length of the workshop appropriate?

   ____

6. Were questions adequately answered?

   ____

7. Do you have suggestions for improvement?

   ____

8. What portions of the workshop do you consider most beneficial?

   ____

Additional Comments:

____

____

____

____

Position ______________________________

Name (optional) __________________________

84-85 RETAC Report Card

Please fill-in and return by December 1

Please list RETAC Series you are now using, or plan on using this year. You may wish to refer to the RETAC Broadcast Schedule.

INSTRUCTIONAL TV SERIES	I HAVE THE GUIDE	I NEED THE GUIDE	HOPE TO USE NEXT YEAR
____________________	☐	☐	☐
____________________	☐	☐	☐
____________________	☐	☐	☐
____________________	☐	☐	☐
____________________	☐	☐	☐
____________________	☐	☐	☐

In order to add new programming, we must delete some of the current series. Which of the present series would you recommend deleting?

____

In which curricular areas and grade level do you need additional programming?

____

____

____

Do you watch ITV on ☐ **Channel 28** ☐ **Channel 58** ☐ **Video Tape Recorder**

Is your school wired for Cable? ☐ **yes** ☐ **no** **I.T.F.S.?** ☐ **yes** ☐ **no**

How is RETAC doing? ____________________

____

____

Name ____________________ **Date** ____________________

School ____________________ **Grade** _____ **District** ____________________

Please return to your RETAC or ITV contact person.

What activities have your students enjoyed doing in conjunction with an instructional television lesson? The activities could have been in preparation for, or as a follow-up to a television lesson. Please reference the program used. Thank you.

Fold Here

FROM:

RETAC, Room 268
Los Angeles County Office of Education
9300 East Imperial Highway
Downey, California 90242-2890

Promotion

Category: Promotion

Submitted by: Robert A. Zienta
Instructional Television
Duval County Public Schools
1701 Prudential Drive
Jacksonville, Florida 32207

Sights 'n Sounds

Sights 'n Sounds is the ITV newsletter that is published and mailed to media specialists four to six times a school year. It contains program information, promotional ideas for media center staff, recognition of exemplary uses of ITV in the classroom by teachers, copyright and production information, news of utilization visits, etc. An annual *Sights 'n Sounds* teacher's edition brings the year's key ideas and issues directly into the classroom.

SIGHTS 'N SOUNDS

SPECIAL MEDIA EDITION

INSTRUCTIONAL TELEVISION NEWS VOL. IV, NUMBER 1, SEPTEMBER, 1984

Extra Copies of Your ITV Forms Are Here!

Enclosed please find extra copies of the Dubbing Request Form, Off-Air Taping Log Forms and Request Forms for Teacher Study Guides. Read on to find the new address for mailing dubbing requests.

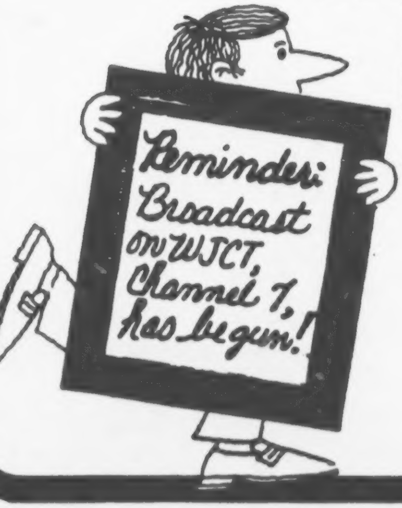
PLEASE NOTE:

Our Instructional Television Dubbing Facility has a new address and phone number. Although the ITV Staff will continue to receive and forward dubbing requests, schools will receive faster service by mailing these requests directly via school mail to:

ITV DUBBING
WJCT TV, CHANNEL 7
C/O VERA WRIGHT

PHONE VERA WRIGHT AT 358-6385 AND MIKE ARD (PRODUCTION) AT 358-6341. FORMS FOR TEACHER STUDY GUIDES SHOULD STILL BE SENT TO 1450 FLAGLER AVENUE, #7.

Guides for New Program Series



ITV continues to provide teacher study guides to individual program series upon request. Guides to new programs for 1984-85 will be sent to each Media Specialist when copies arrive. The following guides (or information sheets) are available now and are enclosed for your grade levels:

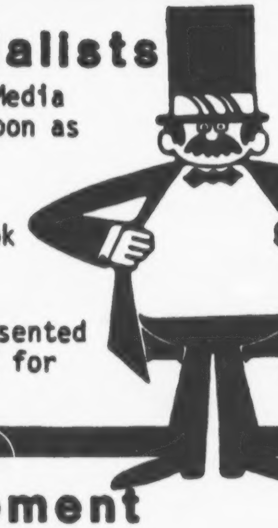
ELEMENTARY

- HEALTHWISE
- IN OTHER WORDS
- OUT 'N ABOUT
- READ ALL ABOUT IT I

SECONDARY

- AMERICAN STORY
- EXPLORATIONS IN SHAW
- IN OTHER WORDS
- PARLEZ-MOI I
- SCIENCE FAIR

Attention!
Secondary Media Specialists



Print support materials for Parlez-Moi I will be sent to Media Specialists and Foreign Language Department Chairmen as soon as it is made available. The following items will be sent:

1. A print transcript of each program
2. A correlation of the programs with the French textbook (prepared by Dr. Cecelia Rodriquez).

IN THE MEANTIME... Lists of the key words and phrases presented in each of the sixty programs are included in this packet for the Media Specialist and for Department Chairmen.

Purchase of ITV Equipment

In response to many requests for information on purchase of ITV equipment, please note the following suggested items now on bid:

VENDOR	DESCRIPTION	PRICE
Southeast Electronics (Through 10/31/84) Florida Video (Beginning 11/1/84)	PANASONIC PV-1225, 1/2" VHS RECORDER/PLAYER, Bid # S-0467-84	$455. (To 10/31) $465. (After 11/1)
State Contract SC#840-00-84-1 Bid # X-0043-84 (Expires 9/30/84)	PANASONIC NV-8420 PORTABLE 1/2" VHS RECORDER/ PLAYER	$865.65
	PANASONIC NV-B58 AC ADAPTOR/BATTERY CHARGER (One Battery Included) for use with the above portable VCR.	$134.85
	ADDITIONAL RECHARGEABLE BATTERY LCS-2012V	$36.97
	PORTABLE COLOR VIDEO CAMERA WV3180/6X (6:1 Lens)	$935.25
	PORTABLE COLOR VIDEO CAMERA WV3230/8AF (8:1 Lens AutoFocus)	$1131.00
	PORTABLE COLOR VIDEO CAMERA WV3230/12X (12:1 Lens)	$1196.00
	Above models are equipped with Newvicon tubes designed to work well in areas with low lighting. All cameras are designed to hook up directly with the NV-8420 Portable Recorder/Player. If cameras are to be used with the PV-1225 Recorder/Player, a Power Supply/AC Adapter is required:	
	Panasonic Power Supply/AC Adapter WV-3203	$43.50
	TRIPOD FOR VIDEO CAMERAS - PANASONIC VP-10	$43.50
State Contract SC#840-49-841 Bid # X-0275-84 (Expires 12/19/84)	MAGNAVOX TELEVISION RECEIVER, #EMB332WA, 19" COLOR, COMMODITY #840-49-88-2310 (Cable & Master Antenna Hook-up Ready)	$276.50
	SYLVANIA TELEVISION RECEIVER, #CIC204WA, 25" COLOR, COMMODITY #840-49-88-2600	$418.00
	All 1/2 VHS Videocassette Recorder/Players connect to any television receiver. Cables are included with decks.	
Brandon's, Inc.	MOBILE TELEVISION STAND #AV452A, W/AV552 SAFETY BELT - Flat or 5-degree slant top, 48" high with 10 foot-long safety belt.	$115.00

THANK YOU!

The ITV Staff appreciates the "applause" for our new guides. Your continued support and enthusiasm helps us to improve! Please remember, for assistance call 390-2238.

Category: Promotion

Submitted by:
Hope Mitchell
Mesa Public Schools
260 S. Center
Mesa, Arizona 85202

Project: On Camera

Purpose

To produce three to four television public service announcements that encourage young people to become interested in developing healthy lifestyles and habits at an early age and to provide a learning opportunity for high school students as they become involved in video production processes.

Method

Students in the tenth, eleventh, and twelfth grades in the Mesa Public Schools will write, direct, and produce the public service videos. There will also be on-camera performing opportunities for the students.

Role of Mesa Public Schools

To organize, direct, and supervise the entire project using outside resources where appropriate as a support system. The project will be coordinated by Hope Mitchell, Director of Educational TV, and Bev Merrill, Language Program Specialist.

Role of Desert Samaritan Hospital

To assist MPS throughout the project, providing specific resources in the area of healthy lifestyles (Health Promotion Department), motivation techniques (Tri-City Community Behavioral Health Center), video production (SamCor Video Services), and general liaison and coordination (Public Relations Department).

DRAFT

February 15, 1985

NEWS RELEASE

For information contact:
Don Kirkland
Director of Public Relations
835-3205 (office)
964-3042 (home)

HOSPITAL, SCHOOLS IN INNOVATIVE VIDEO VENTURE

Medical experts say healthy lifestyles are most effectively started at an early age -- and who's better at delivering that message than young people themselves? That's the idea behind an innovative television project now being developed by Mesa Public Schools and Desert Samaritan Hospital & Health Center.

Currently midway through its production stages, the project involves high school students in conceptualizing, writing, producing and acting in public-service announcements which target their own peer group on health related issues.

The effort began last fall when high school English teachers encouraged their students to compete in the conceptual/script writing phase. Of those who participated, approximately 150 production ideas and scripts were received.

"The magnitude of the students' interest, as well as the skill with which they wrote their scripts, surprised even us," says Hope Mitchell, director of educational television for the school district. "Of all the entries, half could have been developed into finished productions."

- MORE -

Current work on the project has students from Westwood and Mountain View high schools -- those from which the winning scripts were selected -- seeking the required locations, props and actors for the four ideas that will become public-service announcements.

Subject matter includes warning signals of adolescent suicide, advice for babysitters and health risks involved in smoking, the latter of which generated two scripts.

All production, including taping and final editing, will be accomplished by students in Mesa high schools, Mrs. Mitchell says. Finished tapes will be made available to commercial and cable television stations, both locally and statewide, she said.

In addition to giving birth to the idea, staff at Desert Samaritan Hospital are serving in a resource role for the student productions. Former TV news anchorman Ray Thompson, now a video consultant for Samaritan Health Service, assisted in the training of teachers for their direction of the project at individual schools.

"We believe that the costs of future health care are going to require people to live healthier lifestyles," says Dr. George P. Williams, vice president/chief executive officer at the Mesa hospital.

"If we can help young people to start thinking about that issue at this critical stage of their lives, then we are fulfilling an important part of our community service role," he said.

- MORE -

Students whose scripts were selected for production are Rick Flaherty, Dennis Tingey, Mark Brunsdale and John Mason from Westwood High School, and Hamlin Boswell, Ron Dible, Paul Davis, Johnny Campos, Rachelle Clarkson, Jim Davis, Danny Gerz, Susan Tucker and Patti Yahnke, all from Mountain View High School.

It is anticipated that the announcements will be ready for distribution by mid-spring.

0069P

Honorary Producer

This Certificate of Merit is awarded to

____

for outstanding creative effort in

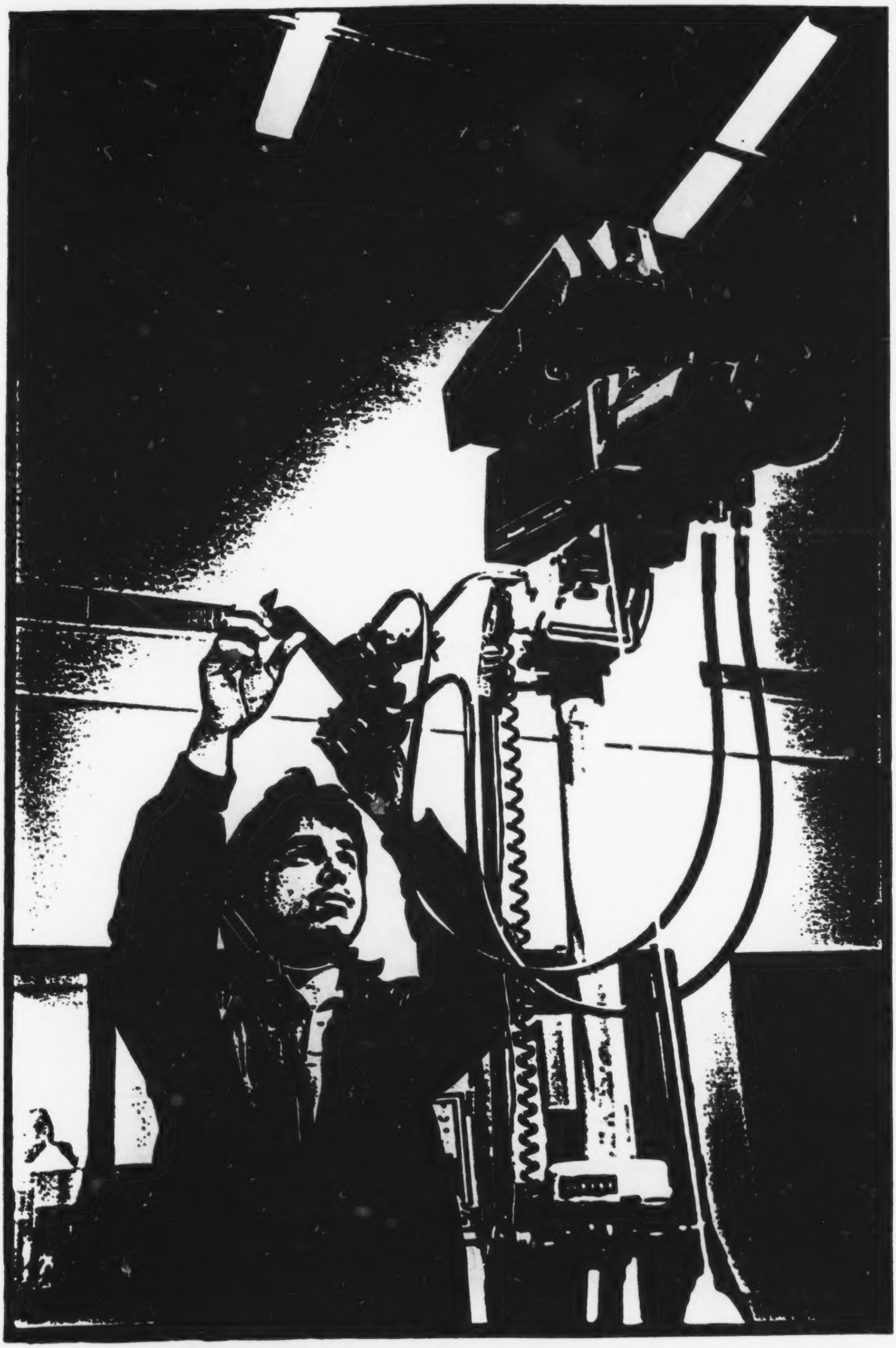
PROJECT: ON CAMERA / 1985

DSH/MPS
CECIL D. MA

Director of Educational Television
Mesa Public Schools

Director of Public Relations
Desert Samaritan Hospital

Mesa Public Schools
Desert Samaritan Hospital & Health Center



98/99

Category: Promotion

Submitted by: John D. Metzger
Central Ohio Educational Television Foundation, Inc.
2400 Olentangy River Road
Columbus, Ohio 43210

"COETV Footnotes"

"COETV Footnotes," our weekly ten-minute in-service/promotion/utilization teleseries for teachers, airs Tuesday mornings at 8 a.m. on Channel 34 (WOSU-TV), Columbus, Ohio, and Channel 42 (WPBO-TV), Portsmouth, Ohio, from the middle of September through the middle of May with the exception of holiday periods, when the ITV schedule is not on the air.

The series is designed to preview new series, promote older ITV series, note changes in schedule and additions, and inform the teachers of makegoods in case of failure—for whatever reason—in the telecast or the catalogs. We also salute a curricular program, a school, a teacher, or an administrator for an outstanding contribution or at retirement. We promote our surveys and ancillary materials as well as "Off-the-Air Recording" weeks and/or fill or preview weeks.

"COETV Footnotes" is a low-key, down-to-earth, matter-of-fact production, often using only one camera, with the executive director as producer/host. Usually it is ad lib, and occasionally there is a guest. This could be a nominee/teacher of the year in our viewing area and membership or one of the consultants.

[Editor's Note: COETV entered two videocassettes illustrating programs typical in their content and presentation.]

We used the telecast approach so we could respond to changes and failures immediately. The program is usually taped on the Monday before the telecast (except during auction or festival days) or on the preceding Friday.

Media folk can tape it and show it to classroom teachers and/or make notes on the content and circulate the information.

Pardon our tongue in cheek here, but it is well-nigh impossible for us to get a clear picture of our viewership. We feel that if "COETV Footnotes" introduces ITV to a single teacher in one school (in any of our 109 districts or 101 private/parochials), it will serve its purpose.

Category: Promotion

Submitted by:
Linda Meehan
KQED-TV
500 Eighth Street
San Francisco, California 94103

KQED's Instructional Television Services

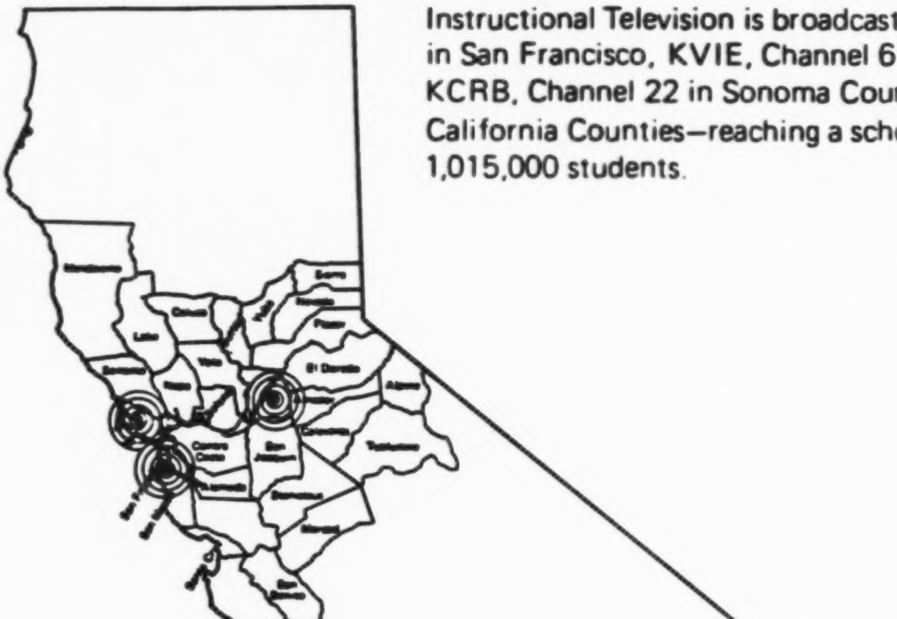
KQED uses a variety of informational pieces for numerous and varied promotional efforts.

KQED ITV

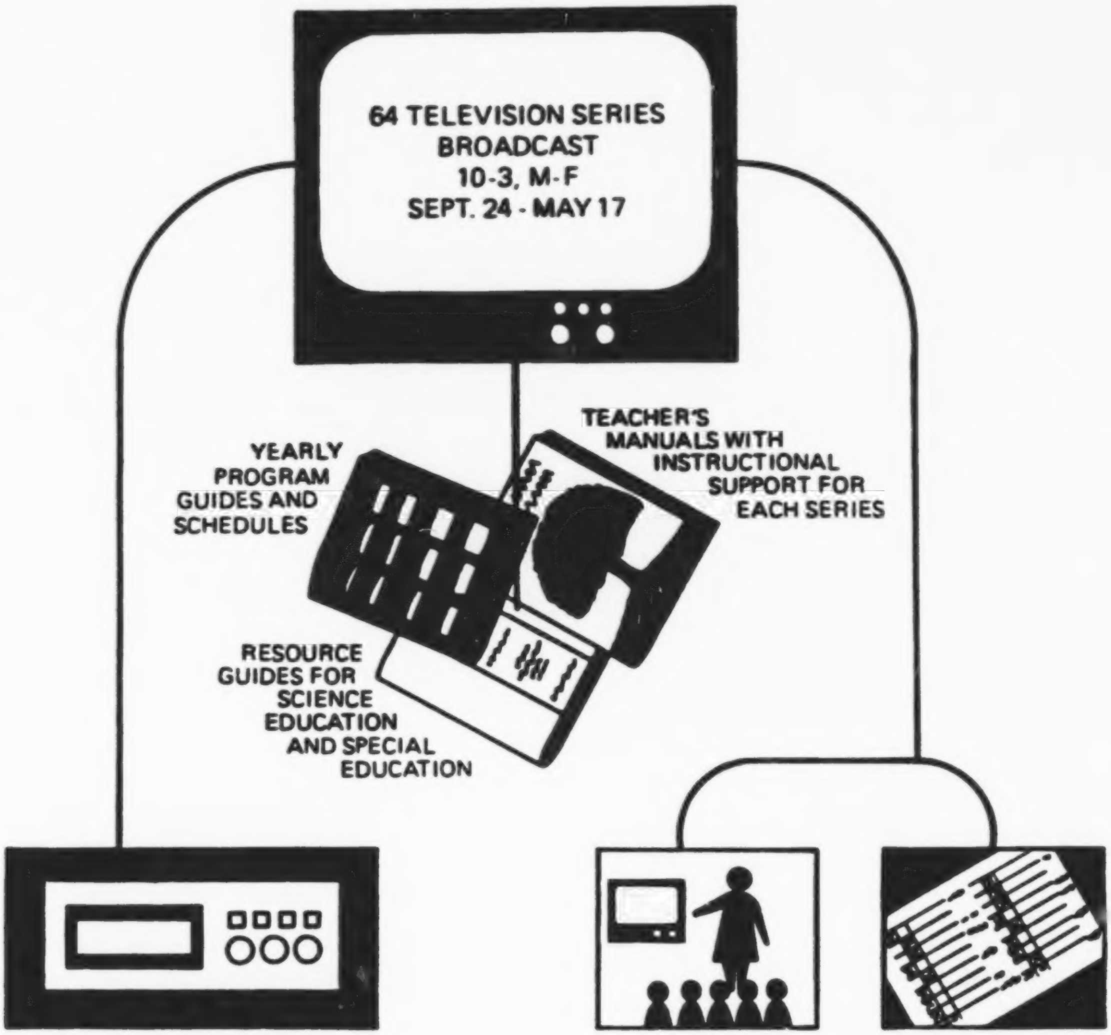
KQED'S INSTRUCTIONAL TELEVISION SERVICES

Instructional Television (ITV) has been a powerful educational resource for improving instruction and motivating students for over 25 years. ITV is designed by educators, produced by television experts, field tested in classrooms and used by over one-third of the teachers in the United States. ITV's new look in the 80's uses television's unique capabilities to add a new dimension to the classroom learning experience. Animation and special photography clarify science concepts; film footage from the world outside the classroom enriches understanding in social studies; dramatization stimulates interest in literature and promotes social development.

Instructional Television is broadcast by KQED, Channel 9 in San Francisco, KVIE, Channel 6 in Sacramento and KCRB, Channel 22 in Sonoma County to 28 Northern California Counties—reaching a school population of over 1,015,000 students.



KQED'S INSTRUCTIONAL TELEVISION SERVICES



64 TELEVISION SERIES
BROADCAST
10-3, M-F
SEPT. 24 - MAY 17

YEARLY
PROGRAM
GUIDES AND
SCHEDULES

TEACHER'S
MANUALS WITH
INSTRUCTIONAL
SUPPORT FOR
EACH SERIES

RESOURCE
GUIDES FOR
SCIENCE
EDUCATION
AND SPECIAL
EDUCATION

VIDEOTAPING RIGHTS TO ALL SCHOOLS AND MEDIA CENTERS TO RECORD ITV SERIES SO THAT TEACHERS CAN CHOOSE THE MOST EFFECTIVE TIME TO USE THE PROGRAMS IN THEIR CLASSROOM CURRICULUM

INSERVICE WORKSHOPS FOR TEACHERS AND ADMINISTRATORS INTEGRATING PROGRAMS INTO THE CURRICULUM AREAS OF MATH, SCIENCE, LANGUAGE ARTS, SOCIAL STUDIES AND OTHERS

PREVIEW AND EVALUATION OF PROGRAMMING BY LOCAL EDUCATORS TO SELECT PROGRAMS FOR KQED'S SCHEDULE

KQED's ITV Executive Council, composed of Assistant Superintendents and Media Directors from 28 Northern California Counties, is the steering committee which helps plan the ITV Services for our area.

For more information on KQED's Instructional Television Services, contact Linda Meehan, Director, 500 Eighth Street, San Francisco, CA 94103, or call (415) 553-2140.

Category: Promotion

Submitted by: Patricia Miller
ASSET
Children's Hospital
Curry Road
Tempe, Arizona 85281

ASSET Newsletter

The *ASSET Newsletter* is published bi-monthly throughout the school broadcast year, from September through May. Contents include program information, schedule changes and additions, features about member schools' ITV activities, a regular column by the ASSET Director, utilization tips, national ITV news, activities of the ASSET Board of Directors—the list is limited only by the imagination of the ASSET staff. The newsletter is mailed to each building coordinator in each participating district. Coordinators in turn duplicate it for distribution to all teachers. The *ASSET Newsletter* has two main objectives: to keep participating districts informed about all current ITV news and to promote and facilitate effective ITV utilization by classroom teachers.

ASSET NEWSLETTER

VOL. 1, No. 6: 12/12/84

ARIZONA SCHOOL SERVICES THROUGH EDUCATIONAL TECHNOLOGY

KAET CHANNEL 8 ARIZONA STATE UNIVERSITY TEMPE, ARIZONA 85287 602-965-3506

BOARD OF DIRECTORS MEETING: 12/10/84

This is a summary of the ASSET Board Meeting:

Directors are encouraged to attend ASSET board meetings as the ASSET By-Laws state that there will be no votes by proxy and although a substitute or representative would be helpful to the absent director and welcomed by the board, no official actions can be taken without a quorum present. This has not been a problem but was in fact an organizational point of clarification.

ASSET Acting Director, Lee Frischknecht, reported as follows:

The Personnel Committee interviewed three candidates for the position of Assistant Director of ASSET. The candidate selected and offered the position declined the offer. It was decided that the position would be posted again at a later date.

The position of Director of ASSET was re-opened last week and several applications have been received. The job opening closes on Friday, December 14, at which time all applications will be reviewed and the field narrowed to 3 or 4 candidates to be interviewed by the Personnel Committee during the first week of January.

Addie Kinsinger has conducted in-service sessions in several more ASSET member schools. Ms. Kinsinger also reported that in-servicing/workshops are a very important part of ASSET in that it assists in keeping the teachers interested, informed and involved in ASSET. ASSET staff is planning a call-out in the near future to offer that service to those districts/schools that have not contacted ASSET as yet for workshops.

Ms. Kinsinger distributed a copy of the ASSET Skills Matrix to the Board members that she has developed for use by the member districts and which have been mailed to ASSET members.

Also distributed to members was the Needs Assessment form sent to all District Coordinators the week of 12/3. It was explained that this will be part of the base information used by curriculum committees to make ultimate decisions on courses for 85-86.

(BOARD MEETING - Continued)

An ASSET Financial Report was given by Board Treasurer, Gerald Olson, and a copy of the report to board members. Mr. Frischknecht submitted a budget prepared for 1985-86 with a break-down of various expenditures--operating, personnel, etc. He stressed that it was a tentative budget and will need revision as the program moves forward.

A motion was made and seconded that the 40th day enrollment figures submitted to the ADE would be used as a base for 85-86 ASSET fees.

Two draft copies of marketing brochures intended for separate audiences were shown to the directors. The first brochure is aimed at the all-important recruitment of new members for ASSET, while the other brochure is to be used for attracting support from foundations, business and industry underwriters.

The next meeting of the ASSET Board is set for Monday, January 14, 1985.

* * * * * * * * * * *

It is with very good feelings that we, the staff of ASSET, extend our wishes for a

HAPPY HOLIDAY SEASON!

May 1985 be one of the best for each and all of you!

Lee, Addie
and
Judy

* * * * * * * * * * *

******BROADCAST SCHEDULE CHANGES******

Tue. Jan. 8, 1985: 12:00 - 12:15 p.m.

DELETE: TBA (To Be Announced)
ADD: MATHWISE #009: "Maps, Charts, Tables"

Tue. Jan. 15, 1985: 12:00 - 12:15 p.m.

DELETE: TBA (To Be Announced)
ADD: LET'S DRAW #001: "Cats"

Fri. Jan. 25, 1985: 12:00 - 12:15 p.m.

DELETE: TBA (To Be Announced)
ADD: LET'S DRAW #009: "People"

Fri. Feb. 1, 1985: 12:00 - 12:15 p.m.

DELETE: TBA (To Be Announced)
ADD: IN OTHER WORDS #009: "Active Listening"

The above lessons are among those requested by member schools for repeat transmission.

NEEDS ASSESSMENT/CURRICULUM REVIEW

District Coordinators have received a request to provide ASSET staff with information concerning curricular needs of the district. A form has been provided on which a wide range of skills/objectives are listed in various subject matter areas. The form asks for a rating for the strength of each item in the district curriculum; and for assignment of a priority for additional attention by ASSET in its selection of courses.

The data from this needs assessment will be collated for use by ASSET curriculum committees in assigning priority for new courses to be added to the ASSET service in 1985-86 and beyond. We remind district coordinators that the forms are due at the ASSET office on January 18.

****

ADDITION TO THE ASSET DIRECTORY--please add the following phone number for Mohawk Valley Elementary District to page 15 of the ASSET Directory you received recently: 785-4942.

****

UNDERCOVER

All ASSET member schools are now regularly receiving a copy of UnderCover, KAET/Ch 8's monthly program magazine, thanks to the General Manager, Robert Ellis. The monthly program listing is a membership guide and a favorite for building and district coordinators who in turn excerpt those specials they feel teachers should be aware of and use for instructional purposes.

ASSET will no longer do a separate listing of the highlights in programming for KAET and KUAT as we used to do. Planning is underway for a hoped-for monthly listing from KUAT/Ch 6 for sometime in the fall of 1985. ASSET members in the Tucson area can look forward to this for the next school year.

Meanwhile, enjoy UnderCover and a big thank you to KAET/Ch 8 for their continued support and interest.

MORE ON TAX WHYS

TAX WHYS: UNDERSTANDING TAXES is a new series of six 15-minute programs designed to help link the issues of taxation to high school curriculum areas such as social studies, economics, business and career and consumer education. The series will help students understand how taxation influences decisions they make and how it affects people of all ages, from all walks of life. Program titles are "Taxes Raise Revenue," "Taxes Influence Behavior," "Taxes Involve Conflicting Goals," "Taxes Affect Different Income Groups," "Taxes... Can They Be Shifted?" and "Taxes...What Is Fair?" This series will begin on April 19, 1985, on the ASSET broadcast schedule.

Once Again....

HAPPY HOLIDAYS!!

Category: Promotion

Submitted by: Walter B. Freas, Jr.
New Jersey Network
1573 Parkside Avenue
Trenton, New Jersey 08625

Teacher's Manuals 1984-85

Each year, fifty thousand composite teacher's manuals are developed and distributed to a central location in each school district within the state free of charge. The manuals provide basic information about the scheduled series. The three manuals cover grade levels K-3, 4-6, and 7-12.

A special feature in each manual is a twelve-week ITV block schedule that lists selected series stripped for taping purposes. This allows schools the opportunity to better utilize those series within the classroom schedule.

Another special feature included in the series description is a logo system to identify various subject areas in which the programs of the series may be used. Multiple logos direct users to cross-curriculum applications.

HOW TO USE THIS MANUAL

To use New Jersey's Instructional TV programs, this manual, or one like it, is what you need to guide you through the year.

This is one of three teacher manuals (Primary, K-3; Intermediate, 4-6; and Secondary, 7-12) that together outline some 65 series of instructional programs broadcast between September 17, 1984 and May 24, 1985 from 9:00 a.m. to 3:00 p.m. See your District ITV Coordinator if you do not have the correct manual for your grade levels.

A poster size schedule is available free through your ITV Coordinator. Hang it on your bulletin board and circle those series you would like to use.

The times on the schedule and in this manual are the times the programs are broadcast, but remember, if you have a videotape recorder available, you can in most cases legally tape a program and use it when it best suits your curriculum.

The following guide will be of use to you if you have never used this ITV Teacher Manual before:

1. Know who your **District ITV Coordinator** is (see Appendix). He or she is the liaison between you and New Jersey Network and will be able to help you with most of your ITV utilization problems.

2. Familiarize yourself with the information in the "How To" section of this manual, especially "How To Integrate ITV Into the Curriculum" and "How To Get Help Using ITV."

3. Turn to the Contents. Under the columns marked "Grade" and "Subject" find the grades and subjects you teach. Select the series that looks as though it will be of interest to you and turn to the page indicated.

4. When you have found the series you would like to use, note that the following information is supplied:
—number of programs in the series
—approximate length of each program
—days of the week and times that each program is broadcast
—off-air taping rights for the series
—logo indicating suggested disciplines which may find programs in the series useful.

ARTS
CAREERS
CREATIVE THINKING
CRITICAL VIEWING SKILLS
DRUGS AND ALCOHOL
ECONOMICS
ENVIRONMENT
FAMILY LIFE
HEALTH
LANGUAGE ARTS
MATH
MUSIC
NUTRITION
SAFETY
SCIENCE
SOCIAL STUDIES

5. For most series* one program is broadcast each week, but it is broadcast at least twice. Choose the day and time best suited to your schedule. (*Exceptions to this rule are clearly noted.)

6. Many series are broadcast twice during the school year. If you miss a good program first semester, you can often see and use it second semester.

7. Each series has a "To The Teacher" section. This lays out a general overview of the series, its objectives and content. If supplementary materials are available, a box contains the information you need to obtain them.

8. Almost every program in the schedule has its own individual description, which includes the program objectives, synopsis, and suggested follow-up activities. Careful attention to these program descriptions is your surest guide to effective utilization.

9. Whenever possible, preview each program before using it with your students. The subjects and grade levels listed in this manual are only recommendations. You alone are the best judge of a program's appropriateness for your students.

HOW TO TUNE IN

STANDARD UHF RECEPTION

1. Be sure an outdoor or indoor antenna is affixed to the UHF screws behind the TV set.
2. Turn your VHF dial (channels 2-13) to the U position.
3. Turn your UHF dial (channels 14-83) to your closest New Jersey Network channel. Turn slowly for clearest picture and sound.

All New Jersey Network channels are UHF channels. Ultra-High Frequency (UHF) television includes channels 14-83 and are sometimes more difficult to receive than the Very-High Frequency (VHF) which includes channels 2-13.

Indoor rabbit-ears or loop antennas for television receivers are usually not adequate to receive quality pictures in the classroom. The steel used in construction of most modern school buildings interferes with the reception of the broadcast signal.

Most schools in New Jersey will need an outdoor antenna to receive New Jersey Network. If the use of television programming requires reception in more than one or two areas of the school, a master antenna system will probably be necessary. How complex the system need be depends on the extent and manner of utilization of television within the school.

New Jersey Network Educational Services Division provides information concerning the specific equipment needed for your school. Call 609-984-0521.

CABLE TV RECEPTION

If you receive your TV signal via Cable TV, you probably do not receive the New Jersey Network programs on one of the usual UHF channels (23 in South Jersey, 52 in Trenton, 58 in New Brunswick and 50 in Montclair). Instead your Cable TV company in most cases converts the New Jersey Nework channel to an unused VHF channel (such as 7 or 9 in South Jersey or 12 or 8 in North Jersey). If you have questions or problems, call your Cable TV company or the Educational Services Division of New Jersey Network, (609) 984-0521.

HOW TO VIDEOTAPE LEGALLY

An increasing number of schools are finding that in order to integrate ITV into the curriculum, they must videotape programs off the air and play them back at the time individual teachers actually need them. In recent years producers of ITV programs have become increasingly sensitive to this need. Eight years ago there were very few programs that could be legally taped; now there are at least some off-air taping rights for all programs on the New Jersey Network ITV schedule. For videotaping rights, refer to the individual series listing in this manual.

ITV BLOCK SCHEDULE

WEEK OF	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SEPT. 10 1:00-3:00	**GIVE & TAKE** 12/15 Lessons 1-4 **EQUAL JUSTICE UNDER THE LAW** 6/30 Lessons 1-2	**GIVE & TAKE** contd. Lessons 5-8 **EQUAL JUSTICE** contd. Lesson 3	**GIVE & TAKE** contd. Lessons 9-12 **EQUAL JUSTICE** contd. Lessons 4-5	**JAZZMAKERS** 4/15 Lessons 1-4 **EQUAL JUSTICE** contd. Lesson 6 **SEMBRANDO EL FUTURO** 5/30 Lesson 1	**SEMBRANDO** contd. Lessons 2-5
SEPT. 17 9:00-10:00	**HIGH FEATHER** 10/30 Lessons 1-2	**HIGH FEATHER** contd. Lessons 3-4	**HIGH FEATHER** contd. Lessons 5-6	**HIGH FEATHER** contd. Lessons 7-8	**HIGH FEATHER** contd. Lessons 9-10
SEPT. 24 9:00-10:00	**IN OTHER WORDS** 12/15 Lessons 1-4	**IN OTHER WORDS** contd. Lessons 5-8	**IN OTHER WORDS** contd. Lessons 9-12	**CONSUMER SQUAD** 8/20 Lessons 1-3	**CONSUMER SQUAD** contd. Lessons 4-6
OCT. 1 9:00-10:00	**CONSUMER SQUAD** contd. Lessons 7-8 **CONSUMER CONNECTION** 7/20 Lesson 1	**CONSUMER CONNECTION** contd. Lessons 2-4	**CONSUMER CONNECTION** contd. Lessons 5-7	**JACKSON JR. HIGH** 4/15 Lessons 1-4	**READIT** 16/15 Lessons 1-4
OCT. 8 9:00-10:00	**HOLIDAY**	**DIMENSIONS IN SCIENCE: CHEMISTRY** 6/30 Lessons 1-2	**DIMENSIONS IN SCIENCE: CHEMISTRY** contd. Lessons 3-4	**DIMENSIONS IN SCIENCE: CHEMISTRY** contd. Lessons 5-6	**READIT** contd. Lessons 5-8
OCT. 15 9:00-10:00	**DIMENSIONS IN SCIENCE: PHYSICS** 6/30 Lessons 1-2	**DIMENSIONS IN SCEINCE: PHYSICS** contd. Lessons 3-4	**DIMENSIONS IN SCIENCE: PHYSICS** contd. Lessons 5-6	**HISTORY OF U.S. FOREIGN RELATIONS** 4/30 Lessons 1-2	**HISTORY OF U.S.** contd. Lessons 3-4
OCT. 22 9:00-10:00	**JOBS: SEEKING, FINDING, KEEPING** 16/20 Lessons 1-3	**JOBS** contd. Lessons 4-6	**JOBS** contd. Lessons 7-9	**JOBS** contd. Lessons 10-12	**JOBS** contd. Lessons 13-15
OCT. 29 9:00-10:00	**JOBS** contd. Lesson 16 **YOU, ME, AND TECHNOLOGY** 2/20 Lessons 1-2	**WHATABOUT** 12/15 Lessons 1-4	**WHATABOUT** contd. Lessons 5-8	**WHATABOUT** contd. Lessons 9-12	**READIT** contd. Lessons 9-12
NOV. 5 9:00-10:00	**DIAL ALCOHOL** 4/30 Lessons 1-2	**HOLIDAY**	**DIAL ALCOHOL** contd. Lessons 3-4	**HOLIDAY**	**HOLIDAY**
NOV. 12 9:00-10:00	**HOLIDAY**	**ARTS ALIVE** 13/15 Lessons 1-4	**ARTS ALIVE** contd. Lessons 5-8	**ARTS ALIVE** contd. Lessons 9-12	**ARTS ALIVE** contd. Lesson 13 **READIT** contd. Lessons 13-15
NOV. 26 9:00-10:00	**TAX WHYS** 6/15 Lessons 1-4	**TAX WHYS** contd. Lessons 5-6 **TUNED IN** 10/15 Lessons 1-2	**TUNED IN** contd. Lessons 3-6	**TUNED IN** contd. Lessons 7-10	**MATHWISE** 12/15 Lessons 1-4
DEC. 3 9:00-10:00	**MATHWISE** contd. Lessons 5-8	**MATHWISE** contd. Lessons 9-12	**ON THE LEVEL** 12/15 Lessons 1-4	**ON THE LEVEL** contd. Lessons 5-8	**ON THE LEVEL** contd. Lessons 9-10

NOTE: ON THE LEVEL #11 and #12 will be broadcast on Dec. 10 from 9:30-10:00 a.m.

Video Tape Library

Category: Video Tape Library

Submitted by:
Walter B. Freas, Jr.
New Jersey Network
1573 Parkside Avenue
Trenton, New Jersey 08625

Project T.A.P.E. (Technology Assisting Professional Education): A Statewide Licensing, Dubbing, and Distribution Service

In November 1984, Project T.A.P.E. was introduced to two target populations—public and private schools, K-12, of New Jersey and state, county, and local government agencies. The method for introduction and promotion was multiple:

1. print distributed via direct mailings
2. print distributed via convention appearances
3. private consultations and preview sessions
4. group sessions

The rationale for this format was to present to the target populations in the most cost-efficient manner and timely fashion the information required. In the six-month period of November 1, 1984, to April 30, 1985, all school districts as well as all levels of identified government agencies were contacted.

Print materials distributed during the Project T.A.P.E. introduction campaign demonstrated the content of services offered. Seven series on video cassette were selected in response to needs identified by the State Department of Education and government agencies.

The initial mailing (Attachment 1) alerted school districts to the new service. This material was directed to principal district administrators and agency heads. Subsequent mailings were directed to specific user populations (Attachments 2A and 2B).

Teaching Writing: A Process Approach promotional materials were directed specifically to each English department chairperson in New Jersey. *Teaching Students with Special Needs* and *Teaching Children with Special Needs* promotional materials were mailed to each district director of special services and/or child study team personnel. *Bits and Bytes* and *Solutions Unlimited* materials were mailed to district computer coordinators throughout the state.

By organizing the mail distribution in this two-pronged fashion—first, to district superintendents and administrators, and second, to more specifically affected school personnel—the goal of alerting appropriate staff was accomplished. Individual teachers, curriculum coordinators, principals, and administrators were given another alternative for information and evaluation of Project T.A.P.E. materials through their presence at conventions, group presentations, and district preview sessions.

An intensive introductory campaign was mounted during the school year 1985-86 in order to maximize rapid awareness of the new service.

A Project T.A.P.E. questionnaire was constructed and distributed via individual appearances at 21 county meetings of public school district superintendents in New Jersey. Informal data were collected at this time; formal data were forwarded by the superintendents to NJN offices via questionnaire.

Statistical analysis of the impact is still in a very preliminary stage. However, in the first three months of Project T.A.P.E. service, acquisition by school districts of one title, *Bits and Bytes*, involved 25 schools serving 17,243 students. In addition, *Bits and Bytes* was acquired by regional audio/visual libraries serving 90 school districts with 165,000 students.

Participants' Responses

"Please accept this note as a statement of my appreciation for your program that enables schools to purchase video tape...as a Director of Staff Development, it is important for me to get the best possible resources at the most reasonable cost. This program allows me to combine both factors."

"Our district has had the opportunity to order a number of video cassettes under the licensing agreement. This is an inexpensive method for our district to inservice our teaching staff...thank you for offering this valuable service to our district."

"I want to encourage NJN to continue this new service and also expand the range of materials being offered."

Attachment 1

PROJECT · TAPE

NEW JERSEY NETWORK

"We have many in-service topics that we'd like to address, many of our staff we'd like to serve; but we have very limited money available for professional development."

"Our building has one videocassette recorder. How can we tape the programs we know are relevant to our students and curriculum and play programs at the same time?"

"The inconsistent quality of reception in our building really interferes with our using instructional television."

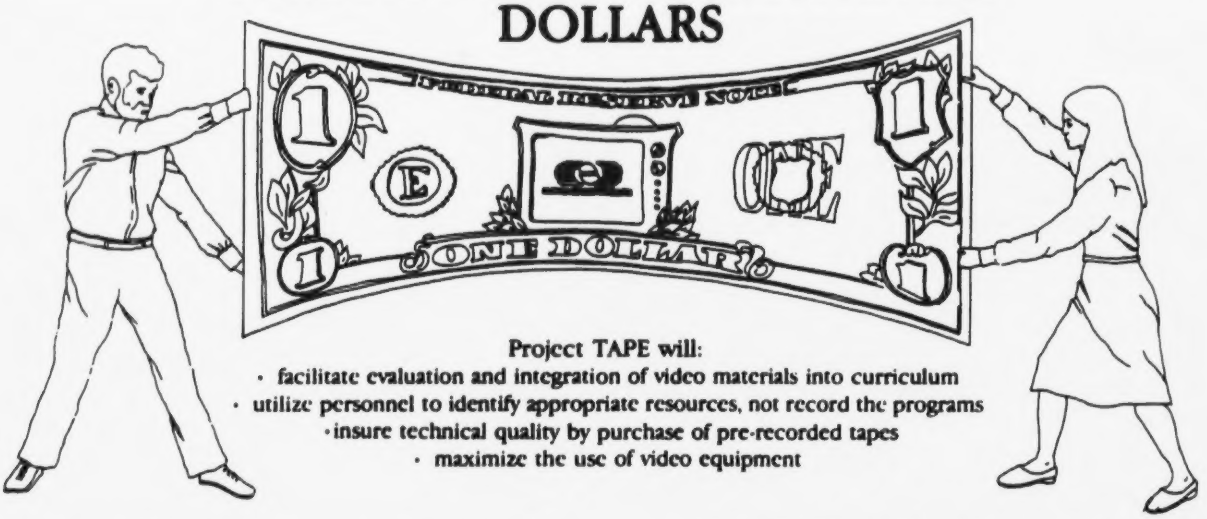
"We've had budget cut-backs in our district and no one is available to record the videotapes during school hours."

"Our teachers want to be able to shift the order of programs around to better match our curriculum sequence. When we record once a week, we can't do that."

"Our district requires we evaluate all materials for curriculum relevance. It's hard to do that fairly and efficiently, unless we can preview the entire series."

If one of these statements could have been overheard in your teachers' lounge or in a meeting of curriculum supervisors, NEW JERSEY NETWORK would like to respond by introducing Project TAPE (Technology Assisting Professional Education). This new service permits New Jersey educators to purchase pre-recorded videocassettes; in this way, instructional television will become an even more effective tool for you.

STRETCH YOUR EDUCATIONAL DOLLARS



Project TAPE will:

- facilitate evaluation and integration of video materials into curriculum
- utilize personnel to identify appropriate resources, not record the programs
- insure technical quality by purchase of pre-recorded tapes
- maximize the use of video equipment

Seven high quality in-service and instructional series have been selected in cooperation with the New Jersey Department of Education as a response to specific educational needs and trends throughout the state. Issues included in Project TAPE's first offerings are computer instruction, special education, writing competencies, arts education, scientific skills, and problem solving skills.

Through NEW JERSEY NETWORK's Project TAPE, educators will be able to purchase complete sets of these series and their companion support materials. Preview sessions may be scheduled at the request of school district personnel. A price list and order form is enclosed which outlines purchase procedures. Licensed periods for each series' non-broadcast use will be guaranteed at the time of purchase.

For more information contact: Pam McKulka, Educational Services Division,
New Jersey Network, 1573 Parkside Avenue, CN777, Trenton, New Jersey 08625 (609) 984-0520

NEW JERSEY NETWORK CHANNELS: WNJS/23 CAMDEN WNJM/50 MONTCLAIR WNJT/52 TRENTON WNJB/58 NEW BRUNSWICK

Funded in part by grants from the New Jersey Department of Education and the New Jersey Institute of Technology.

BITS & BYTES LEARNING PACKAGE

In today's educational environment, every teacher, regardless of his or her discipline or grade level, needs to have a basic understanding of computers. It's called computer literacy, but it is much more than that. It's understanding the machine which is playing so critical a role in the Information Age that is exploding all around us. It's making use of that knowledge, too.

TV-Ontario's **twelve half-hour** *Bytes and Bytes* programs, combine animation, direct instruction, and interview segments with lively, informative, non-threatening learning experiences, including hands-on computer materials.

Series Programs

1. Getting Started
2. Ready-made Programs
3. How Programs Work
4. Storing Information
5. Communications Between Computers
6. Computer Languages
7. Computer Assisted Instruction
8. Simulations and Games
9. Computer Graphics
10. Computer Music
11. Computers at Work
12. What Next?

Support Materials

BITS AND BYTES RESOURCE GUIDE, which incorporates a series study guide, a home user's guide, to microcomputers, and a handbook on educational applications.

HANDS-ON BEGINNER'S MANUAL and SOFTWARE packages, which are available in various computer formats, focus on teaching the practical "how to's" of computer operation.

Compatability Chart

Computer Software	Compatibility
Apple II Plus disk	Apple IIe, Apple III with an Apple II emulator software package. Franklin Basis, and any other microcomputer that runs Apple II software.
IBM PC disk	IBM PC XT, Hyperion, Eagle and other IBM PC compatible machines.
Atari 400 and 700 cassette	Atari 600 XL, 1400 XL, 1450 XLD
TI 99/4A cassette	No compatability; does not need a memory extender.
Commodore PET cassette	Commodore 64 with PET emulator software package; not the Vic 20.
Commodore 64 disk	No compatability; not the Vic 20 nor the PET.
TRS-80 Model III cassette	Model IV, Model I with Level II BASIC; will not work with Model II nor Model 16.

Software does not work with CP/M machines i.e. Kaypro, Osborne, Digital, etc.

Special Services

Special services in *Bits and Bytes* learning package include:

- legal license for non-broadcast use of twelve pre-recorded videocassettes through October, 1988
- CEU's (1.4 Continuing Education Units) may be awarded to each participant for $5.00 additional fee through NJIT
- orientation and follow-up sessions will be scheduled in statewide locations. Conducted by the New Jersey Department of Education, New Jersey Institute of Technology, and NEW JERSEY NETWORK, these sessions will provide implementation suggestions, evaluation strategies, and follow-up training for participants.
- Membership in NEW JERSEY NETWORK and a one year subscription to NETWORK MAGAZINE.

LICENSED USE: through October, 1988

TEACHING WRITING: A PROCESS APPROACH

The Maryland Instructional Television award-winning series of "**nine half-hour** video programs, is designed for teachers of grades one through twelve, interested in the latest theories and practices. Writing is presented as a cyclical process: diagnosis, pre-writing, writing, rewriting, and evaluation. Four teachers at different grade levels model teaching strategies that demonstrate each stage in the writing process and discuss their teaching strategies, problems, goals, and assumptions."

Through the use of the series *Teaching Writing: A Process Approach*, viewers have the opportunity to learn not only the theoretical core for teaching writing as a process, but also to observe student and teachers engaging in the various steps in the writing process. Writing clearly becomes a process to learn and practice, not only a product. Students and teachers learn from one another as they explore together their shared challenge: to become better writers.

1. Introduction to the Writing Process—An Overview

Viewers will learn the cyclical nature of the writing process; examine the connection between speaking and writing; and explore oral composing as an element in the writing process.

2. Diagnosis

Viewers learn the importance of diagnosis as a stage in the writing process; differentiate between the purposes for diagnosis and evaluation; learn the five purposes for diagnosing writing; appl; diagnosis to writing activities.

3. Pre-writing

Viewers will review diagnostic data from student writing; explore the pre-writing stage of the writing process, learn five components of pre-writing; and apply pre-writing techniques.

4. Pre-writing, Part II

Viewers will explore student fears of writing; learn strategies to research details and organize writing; and learn how to plan appropriate forms and organizational formats for pre-writing activity.

5. Writing

Viewers will identify student behaviors that occur during writing; learn the four moments for observation and diagnosis - starting, writing, reformulating, and stopping; and learn ways to assist students in overcoming obstacles.

6. Re-writing: Revising

Viewers will be able to differentiate among rewriting, revising, and proofreading; learn the purposes and strategies of revising; and apply revision strategies to writing instruction.

7. Re-writing: Proofreading

Viewers will learn the place of proofreading in the writing process, identify skills which will enable students to polish their writing, clarify their message, and conform to grammatical conventions and organizational standards.

8. Evaluation

Viewers will explore the purposes of evaluating writing; observe and analyze techniques such as holistic scoring, analytic scoring, comments, checklists, rating scales, dual grades, and writing folders; distinguish between evaluation and grading.

9. Organizing a Year's Program in Composition

Viewers will explore assumptions about and goals for teaching writing; identify guidelines for a writing program; apply the process approach to classroom writing plans and activities.

[*] General information and program descriptions of this series are drawn from the staff training manual *Improving Writing Instruction: A Process Approach*. New Jersey Department of Education Spring, 1984.

SUPPORT MATERIALS: Information available on request.

LICENSED USE: through January 1, 1986 (Extension of rights will be subject to Department of Education funding.)

SOLUTIONS UNLIMITED

Problem solving has been identified as a basic skill for learners by numerous professional groups and associations. Approximately 80-90% of jobs that will be available in the year 2000 currently do not exist. Preparation in basic facts alone will not prepare students for those jobs. Therefore, problem solving skills are essential. Responding to this need is *Solutions Unlimited*, a set of **eight** intergrated computer/video/print units on problem solving for grades 5, 6, 7, and 8. Each unit includes **10-15 minute** videocassettes as well as computer and print follow-up materials.

Through a multi-discipline approach, students will develop skills in defining the problem, gathering and organizing information, brainstorming, blockbusting, memorizing, identifying sequences and patterns, estimating, approximating, predicting and establishing. Suggested uses are in Language Arts, Social Studies, Science and Math curriculum.

1. Hey Wait! Think, See, So?
A problem solving guide

2. Plan Ahead
Time management and problem solving

3. The Great Canoe Race
Considering alternatives when problem solving

4. Letters from the Past
Problems of written communication

5. Saving Energy
Using graphics when problem solving

6. Who Says So?
Judging sources of information when problem solving

7. Do I Know Enough?
Drawing conclusions when problem solving

8. Survival
A problem solving application

LICENSED USE: unlimited

ARTS ALIVE

Arts Alive is a series of **thirteen 15 minute** programs, produced by the Agency for Instructional Technology, for middle and junior high school students. Program objectives are:

- to increase students' understanding of the world of art that surrounds them in their daily lives.
- to encourage viewers to become involved in the arts as they respond to the visual arts, dance, music, and drama.
- to enable young people to better understand themselves, their culture, and society.

1. Alive with the Arts
Creating and participating in the arts is shown as a natural form of human communication and expression.

2. Elements of Visual Arts
The idea or feeling conveyed by a work of visual art is the result of how the artist has combined the elements of line, texture, shape and color.

3. Creating Visual Arts
Visual art begins with an idea or emotion that the artist wishes to express.

4. Elements of Dance
Organized body movement; using the elements of space, time and energy - is the foundation of dance.

5. Creating Dance
How the elements of dance are organized depends on the idea or feeling the choreographer wants to express to an audience.

6. Elements of Music
Rhythm, melody and harmony are some of the elements that, when combined, create music.

7. Creating Music
Using rhythm, melody and harmony, the composer translates ideas into music.

8. Elements of Drama
Movement and voice are two important elements that can be controlled to bring dramatic characters to life.

9. Creating Theater
Creating theatre requires the joint efforts of many people using wide variety of artistic skills.

10. Arts and Self-Expression
Any artistic work may be a direct response to a current experience or emotion, or it may be a reflection of the artist's total life experience.

11. Arts and Social Messages
Artists may attempt to convey social messages through their art and intentionally elicit specific responses from an audience.

12. Arts and Technology
Technological innovations often intrigue artists and cause them to experiment, explore and take risks to create new forms.

13. Arts and Work
This program shows that it isn't necessary to become a painter, a dancer, a composer or an actor to make art a part of one's life work.

SUPPORT MATERIALS: Teacher's Manual

LICENSED USE: through June 1, 1990

WHAT ABOUT

What About produced by the Agency for Instructional Technology is a classroom video series of **twelve fifteen-minute** programs for middle school and junior high students. Its objectives are to help students:

- better understand the nature of scientific inquiry
- see the connection between science and their lives
- apply scientific processes to solve problems and answer questions.

Through its focus on the skills of the scientific process in everyday situations as well as the laboratory, the series brings to life the total thinking process and the concept of change.

1. Questioning in Science
Scientists are making progress toward more salt-tolerant crops because they learned to ask the right question.

2. Hypothesizing in Science
A scientist tests the hypothesis that the force of a spinning drum will have the same effect as gravity on growing plants in outer space.

3. Observing in Science
A scientist uses special night-vision equipment to observe how bats pollinate some tropical plants.

4. Measuring in Science
A scientist uses measuring to reconstruct and understand the fossil remains of a mammoth.

5. Recording Data in Science
A scientist records data about a coral reef in hope of learning to "farm" reefs for food.

6. Classifying in Science
A scientist classifies flamingos as male and female to ensure that the flock is correctly constituted for maximum breeding potential.

7. Inferring in Science
A scientist makes inferences about weather conditions in the past based on observations of tree rings.

8. Predicting in Science
A scientist predicts the presence of an undiscovered galaxy between earth and the quasar he is studying.

9. Modeling in Science
A scientist creates a model of the earth's interior by melting pieces of meteor in a special furnace.

10. Experimenting in Science
A scientist experiments to learn how insects can be kept alive in captivity.

11. Decision-Making in Science
A sceintist helps plan land development without threatening an endangered species.

12. Communicating in Science
Scientists inform the public and communicate with one another through attending meetings and writing papers.

SUPPORT MATERIALS: Teacher's Manual

LICENSED USE: through June 1, 1988

TEACHING CHILDREN WITH SPECIAL NEEDS

Produced by the Maryland State Department of Education, the series, designed for K-3 teachers,will:

- assist regular and special educators in developing observational skills that will enable them to recognize learning patterns which may indicate actual or potential problems for pupils;
- encourage educators to focus on learning characteristics rather than etiological categories of pupils;
- offer teachers basic information on a variety of techniques methods, and procedures that can be utilized in regular classrooms.

Actual classrooms, teachers, and students will serve as the primary sources for each of the **sixteen thirty-minute** programs.

1. Preview
Viewers will learn the major content areas of the series and its rationale through visits to primary grade classrooms; consultants representing various specialties will be introduced.

2. Teacher Attitude I
Viewers will explore their feelings about "bothersome" classroom behavior; identify initially unacceptable behavior that can best be managed in the classroom.

3. Teacher Attitude II
Viewers will examine techniques teachers may use to study interaction with pupils; evaluate classroom environment for creativity, individualization, group activities, and interpersonal relations.

4. Observation of Behavior
Viewers will review the difference between interpretive and descriptive terminology; investigate the use and process of anecdotal record keeping.

5. Behavior Problems I
Viewers will observe children acting out, not participating, covertly resisting, and being excessively active; identify short term strategies to modify these behaviors; evaluate consequences of the behaviors.

6. Behavior Problems II
Viewers will examine longer-term strategies for classroom management, including the principles of behavior modification, contingency contracting, and task center approach.

7. Learning Styles
Viewers will explore the senses as stimuli to learning; identify patterns which emerge in individual student's learning styles.

8. Oral Receptive Language
Viewers will identify student behaviors which may signal oral receptive language problems; explore teachers responses to students' needs.

9. Oral Expressive Language
Viewers will observe students whose language is characterized by problems in word finding and expressing ideas. Methods for remediation will be demonstrated.

10. Informal Assessment of Reading Problems
Viewers will investigate data-gathering through informal inventories, every pupil response techniques, diagnostic games, oral and silent reading.

11. An Analytic Approach to Reading
Viewers will observe the Language Experience Approach, in which the students' own stories form the basis for individualized reading instruction.

12. A Synthesis Approach to Reading
Viewers will be introduced to the Orton-Gillingham multi-sensory synthesis approach to reading, writing, and spelling.

13. Mathematical Problems I
Viewers will explore diagnostic and remedial techniques appropriate for children exhibiting difficulties in rational counting and expression of quantities with numerals.

14. Mathematical Problems II
Viewers will be introduced to diagnostic and remediation techniques useful for difficulties in relating number sentences to concrete situations and in learning basic arithmetic facts.

15. The Referral Process
Viewers will identify factors in the decision to refer process; observe planning procedures and roles of personnel in serving student needs.

16. Review

SUPPORT MATERIALS: Teacher Manual and Instructor Manual

LICENSED USE: through November 1, 1989

TEACHING STUDENTS WITH SPECIAL NEEDS

A **fifteen-part** series (**thirty-minutes** each), produced by Maryland Instructional Television, has been designed to help educators in regular secondary classrooms serve their students with special needs. Its goals are:

- increase the viewer's awareness and understanding of students
- provide viewer with purposes and methods of assessment
- give teachers an opportunity to observe other teachers and their techniques as they work with students.

Each program has two methods of presentation: dramatization of typical behaviors, and a dialogue between recognized consultants on the topic and a host/teacher advocate.

1. Special Needs Students in the Classroom
Viewers will address the concerns of secondary educators including need for additional training, course content prioritizing, and demands on teaching time.

2. Developmental Characteristic of Adolescents
Viewers will compare and contrast the developmental needs and characteristics of adolescents in general and special needs students in particular; explore teacher's role in the maturation process.

3. Teacher and Peer Attitudes
The interrelationship between teacher, special needs student, and peer attitude and expectations on behavior and performance of students will be explored by viewers.

4.The Team Approach
Viewers will observe an interdisciplinary team at work, identify the specific kinds of information the teacher can collect, and review the requirements of an Individualized Education Program.

5. Management of the Classroom Environment
Viewers will identify and observe various instructional formats and styles which foster a positive learning-teaching environment.

6. Behavior Problems in the Classroom
Classroom vignettes will demonstrate to viewers acting-out and non-participating behavior problems; various strategies to increase positive and reduce negative behaviors will be discussed.

7. Instruction in Reading
Viewers will identify skills needed for reading mastery, and steps in assessments; strategies for acquiring reading skills will be demonstrated.

8. Instruction in Written Expression
Viewers will explore the relationships between handwriting, spelling, and written formulation; identify assessment and remediation techniques.

9. Instruction in Mathematics
Viewers will investigate the components of mathematical competence; identify processes of assessment, evaluation, and prescription based on individual need.

10. Instruction in Science and Social Studies
Planning and selecting strategies for content areas will be discussed and demonstrated.

11. Career and Vocational Education
Viewers will define specifically different needs of students in this area and describe modifications to general vocational programming.

12. Parent Conferencing
Viewers will review basic conferencing techniques; identify the range of parent and teacher attitudes and expectations that may be expected, as well as strategies to insure productive conference sessions.

13. Medical Problems
Viewers will evaluate possible impact of chronic conditions on educational performance and explore the roles of teacher and medical personnel in accommodating students' needs.

14. Survival Skills
Viewers will consider the nature of and teaching methods for survival skills, including understanding want-ads, locating resources, mastering health care and personal finances.

15. Employability and the World of Work
Viewers will consider the need for coordination of effort between various community resources and identify potential employment strategies.

SUPPORT MATERIALS: Text and Student Guide

LICENSED USE: through October, 1985 (extension of rights will be subject to Department of Education funding.)

Attachment 2A

NEWJERSEYNETWORK
CHANNELS/23 CAMDEN/50 MONTCLAIR/52 TRENTON/58 NEW BRUNSWICK · 1573 PARKSIDE AVENUE.CN777/TRENTON/NE 9)292·5252

COMING IN OCTOBER

MEMORANDUM

TO: Computer Coordinators
In-Service Coordinators
Principals, Supervisors, Teachers

FROM: Walter B. Freas, Jr.
Director of Educational Services

BITS AND BYTES ON VIDEOCASSETTE IN NEW JERSEY

(Watch for Further Announcement)

In response to the demand for a repeat of Bits and Bytes, the computer awareness series from ACADEMY ON COMPUTERS, NEW JERSEY NETWORK will make the series available on videocassette. TV-Ontario's innovative series combines animation, direct instruction, and interview segments into lively, informative, non-threatening learning experiences which include:

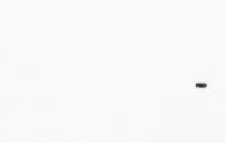
- How a microcomputer works
- Basic computer terminology
- Computer programming
- Available resources
- Software evaluation and selection

The package will include:

- Twelve pre-recorded, licensed 30-minute cassettes
- 1/2 inch VHS or 3/4 inch U-matic
- Two sets of print materials including "Bits and Bytes Study Guide", "Home Users' Guide to Microcomputers," "Educational Applications' Handbook," "Educational Computing in New Jersey: A Resource Guide"
- One software package and "Hands-on Beginners' Manual"

STRETCH YOUR COMPUTER TRAINING BUDGET

Purchase price will permit school districts unlimited use of these materials until 1988 in in-service and classroom settings. Watch for more detailed information, or for immediate further information call 609 984-0524.



SPECIAL DISCOUNTS FOR EARLY ORDERS!

Attachment 2B

NEWJERSEYNETWORK

CHANNELS/23 CAMDEN/50 MONTCLAIR/52 TRENTON/58 NEW BRUNSWICK · 1573 PARKSIDE AVENUE.CN777/TRENTON/NEW JERSEY 08625/(609) 292-5252

MEMORANDUM

TO: County Administrators and Clerks
FROM: Hendrix F.C. Niemann, Executive Director HFCN
DATE: November 16, 1984
RE: The New Jersey Computer Learning Package

Computer literacy and competence is, I am certain, a basic job skill that you value for the employees of your agency. Achieving that goal within the restrictions of training time limitations and budgetary considerations is not an easy task, however.

With those thoughts in mind, NEW JERSEY NETWORK, in cooperation with New Jersey Institute of Technology and the New Jersey Department of Education, broadcast in the spring of 1984 the widely acclaimed *BITS AND BYTES* series produced by TV-Ontario. Designed as a new concept in adult learning, it was the core of the statewide computer learning package known as *ACADEMY ON COMPUTERS.* As our staff evaluated the project by speaking with participants and project coordinators in more than 100 New Jersey organizations, the responses showed a consistent pattern:

> "*BYTES AND BYTES* presented a valuable overview of complex material in a non-threatening fashion. Anyone could understand the concepts of computer applications, yet their intelligence was not insulted...Our managers profited especially as they identified which employees were most suitable for general or intensive computer training."
>
> "But *BITS AND BYTES* would have been even more useful had we been able to control the time, format, and flexibility of the training sessions by having the programs as a video-cassette series."
>
> Joseph Vitale
> NJ Department of Labor

We at NEW JERSEY NETWORK are committed to responding to your telecommunications needs. We, therefore, are very pleased to announce that *BITS AND BYTES* video cassettes are now available to New Jersey users exclusively through NEW JERSEY NETWORK. Purchased as a series of **twelve** professionally pre-recorded **thirty minute video cassettes**, *BITS AND BYTES* will help participants:

—Become familiar with the workings of a microcomputer
—Understand basic terminology
—Learn about various kinds of computer programs
—Discover available resources in the computer field
—Evaluate and select software

In addition to providing ease and flexibility of learning through video cassettes, the *BITS AND BYTES* package includes hands-on training through computer software and print materials. Even those who don't have access to one of the microcomputers used in the course will profit from this unique learning experience.

The *BITS AND BYTES* learning package, available through NEW JERSEY NETWORK, offers you the tools needed to offer your staff a comprehensive computer literacy program. If you order before February 1, 1985, you will receive the early purchase price of $599 for ½" VHS format or $695 in ¾" U-Matic.

Again working closely with the New Jersey Institute of Technology and the New Jersey Department of Education, NEW JERSEY NETWORK will include three additional special services in the *BITS AND BYTES* learning package:

1. Legal license for non-broadcast use of *BITS AND BYTES* through October, 1988
2. Orientation sessions for agency training directors
3. 1.4 Continuing Education Units for each certified participant will be awarded by New Jersey Institute of Technology upon payment of a $5.00 processing fee.

More specific information and ordering procedures are included. Remember the special prices of $599 and $695 will be in effect only until February 1, 1985. I AM CONFIDENT YOU WILL FIND THE *BITS AND BYTES* LEARNING PACKAGE A PROGRAM THAT WILL MEET YOUR SPECIAL NEEDS. IT REQUIRES A MINIMUM INVESTMENT OF BOTH MONEY AND ADMINISTRATIVE TIME, YET OFFERS EXTRAORDINARY OPPORTUNITIES FOR YOUR STAFF MEMBERS TO BECOME FAMILIAR AND COMFORTABLE WITH COMPUTERS.

We look forward to hearing from you and working with you on this project. If you have any questions, please call our coordinator, Pam McKulka, at (609) 984-0520.

cc: County and Local Trainers

Category: Video Tape Library

Submitted by:
Richard Daley
WITF
Box 2954
Harrisburg, Pennsylvania 17105

WITF Video Library Project

WITF is working with school librarians to decentralize our video instructional resources from the broadcast schedule to organize video libraries at individual buildings within member school districts. Under this project, series are given a Dewey Decimal classification, "slated" into program blocks over one- or two-hour time periods, and broadcast to schools between 1:00 and 4:00 a.m. Schools set timers on their recorders to record series they wish to use. We will cooperate with WNED-Buffalo to expand the project to other stations, beginning in the fall of 1985.

WITF distributed 30 secondary series and ten elementary series between September 1984 and April 1985. Three regional workshops were held to prepare school administrators and librarians for the project. Utilization of secondary series increased by 55 percent. Elementary schools piloted the project this past year and requested the video library service be expanded to 25 series in 1985-86.

Category: Video Tape Library

Submitted by: Pamela Johnson
WNED-TV
184 Barton Street
Buffalo, New York 14213

WNED-TV Video Library Project

As implementation plans for this project developed, promotion and utilization efforts expanded proportionately. While original target audiences included district-level TV representatives and key decision makers (i.e., superintendents, principals, curriculum directors), end users for this project were building-level library media specialists and classroom teachers. The range of targeted participants along WNED-TV's Video Library Project continuum demanded that communication methods vary in format and design. The format of WNED-TV's campaign followed four key development phases.

Phase I: Video Library Concept Understanding and Preliminary Awareness

Format: Print proposal (concept paper)

Rationale: Effective vehicle for presenting project rationale to key school decision makers and conduits

Phase II: Provide Incentive for Schools to Make Change with Station and Participate in New ITV Broadcast Service

Format:
a. WNED coordinated group buy of 1/2" VHS-format VCRs and offered an additional 1/3 underwriting incentive per unit per first unit in a school.
b. Print fact sheet
c. Station sponsored "Implementing Change," lecture by university professor of educational organization.

Rationale:
a. Encourage schools to embrace this educational change and provide foundation for school participation.
b. Orient school contacts to project elements and their participation responsibilities.
c. Provide school contacts with strategies for successfully addressing change implementation in home districts.

Phase III: Promote Video Library ITV Programming

Format: Poster/flyer highlighting programming for classroom teachers and library media specialists

Rationale: Work from grass roots up to create an awareness of concept and ITV programming affecting curriculum.

Phase IV: Video Library Kick-Off and Implementation

Format:

a. Print components (Video Library Resource Guide)

b. Broadcast component ("Video Library Week") specials; VCR User Tape

c. Inservice/utilization components (During one week, WNED-TV sponsored daily orientation sessions for newly designated video library liaisons responsible for school recording and librarying of ITV series on 1/2" cassette.)

Rationale:

a. Give video library liaisons a resource guide that provides "working" information, i.e., outline of their responsibilities, WNED-TV's overnight broadcast schedule, series descriptions and library catalog information.

b. Video Library Week specials provided educators with hour-long curriculum-specific broadcast modules highlighting WNED-TV's Video Library Project concepts, programming clips, state education department officials and classroom teacher endorsements of ITV as a learning tool. Producing a VCR User Tape was the most effective way of providing follow-up help to project participants about the features and operation of Panasonic's AG2200 1/2" VCR.

WNED-TV Video/Library Project

Purpose

To expand WNED-TV's educational service to schools for the Fall of 1984 in two ways:

1. To establish a Video Library of formal ITV programming in each school building in Western New York.
2. To continue to air selected educational programs during the daytime hours of 10 a.m.-noon which feature high appeal, current events and newly developed ITV series.

Rationale

1. Many of the same ITV series are broadcast annually. (e.g.: ALL ABOUT YOU and SEARCH FOR SCIENCE have been broadcast for more than 10 years.) This project would allow for schools to tape programs as broadcast sequentially by WNED-TV during a concentrated period of time, rather than using daytime transmission time repeatedly.

2. The project also allows the programs to be put in the hands of the teachers when they want them and under their control. This has proven to be the most effective use of ITV.

3. Current ITV programs including a strip of current events and newly produced ITV series missing the February "locked-in" date can be scheduled and publicized on a monthly basis.

Distribution Mode

WNED-TV will broadcast selected ITV series during the hours of 1-3 a.m. in sequence for schools to tape (via timer) on 1/2" VHS format. WNED-TV will be responsible for the communication to all schools regarding these designated feed times. Schedule and program updates from WNED will also include catalog information for library use.

Program Selection

Program selection will follow the same system of screening and evaluation of the past. However, there could be more emphasis now on secondary programming for the Video/Library use.

The following programs did not make the 1983-84 ITV broadcast schedule:

ARTS EXPRESS - Elementary Introduction to the Arts
THE SEARCH FOR SOLUTIONS - Secondary Science
MOVING RIGHT ALONG - Secondary Family Unit
YES, INCORPORATED - Secondary Career
ELECTRONIC COMPUTING PROFILE - Monthly In-Service
NEWTON'S APPLE - Science Series

WNED-TV will probably feed these programs on the Video/Library overnight service. In the future a program like ELECTRONIC COMPUTING PROFILE would be scheduled on the daytime broadcast service, because it is a monthly report of timely issues.

Hardware Incentive

In order to get the project underway WNED-TV is willing to:

1. Fund up to 1/3 of the cost of a 1/2" VHS format tape machine
2. Coordinate a Western New York group buy.

Therefore, based on a group buy, cost per machine might come to $500.00. If WNED-TV funds 1/3, a school's cost is @$335.00 per machine (will probably not exceed $350.00).

Funded machines are limited to one per school building. Additional VCR units may be purchased at the Western New York group buy price of $500.00.

Other School Costs and Considerations:

1. A TV set, if none is available.
2. Raw tape stock at $10 per tape.
3. Identification of school personnel to record and library programming.

Advantages to Schools:

1. VCR machine purchase is very low ($367 savings on industrial model VHS: $200 savings from retail cost through Western New York group buy, plus additional $167 savings with WNED funding incentive).
2. Tape machine can be used during the daytime for playback.
3. No personnel needed for overnight taping (machines have timers).

Station Responsibilities:

1. Screen and purchase programming.
2. Broadcast series on overnight basis September-November.
3. Contact with Chief School Officers and Media Specialists for:
    a. purchase of tape machines
    b. utilization workshop for faculty
    c. annual rights review (certificate of erasure)
    d. use of equipment for purpose intended

Summary of Immediate and Long-Term Advantages:

1. Library of video cassettes and print material in each building available to teachers on a school year basis.
2. More programming available over the years than could be broadcast by WNED-TV in one year (approximately 15 new programs per year).
3. More use on secondary level.
4. WNED-TV will be able to take advantage of late breaking educational series and current events.
5. Less transmission time needed for ITV feeds.

WNED-TV Educational Services Department
184 Barton Street, Buffalo, NY 14213
(716) 881-5000

FACT SHEET FOR SCHOOL ADMINISTRATORS

I OVERVIEW

The WNED-ITV Video Library is an extension of the station's educational service. It presents a different mode of delivering instructional TV programs to school buildings for tape duplication and use by teachers according to their curricular needs and at the time of their choosing.

1. What is the delivery system?

WNED will broadcast new ITV series in sequence after its normal broadcast hours (@1:00-3:00 a.m.). For example, programs 1-8 of a fifteen-minute science series will be broadcast sequentially on one morning. Other programs will also be scheduled in sequence on other days for tape duplication purposes.

2. Why is WNED-TV adding this method of delivery?

For many years, educators have expressed the need for ITV programs to be available as the needs of the class and curriculum dictate. By having a Video Library located in each building, teachers will have immediate access to individual programs.

Today's technology allows the station and schools to cooperate in meeting this need at a low cost.

3. What is the school building's responsibility?

A school building representative (usually a library/media specialist) will need to set a timer on a 1/2" video cassette unit for the following morning's taping. This representative would then be responsible for cataloging of the tapes for their internal use by classroom teachers.

II PROGRAMMING

1. How will programs be selected for Video Library broadcast and taping?

Programs will be selected using the same evaluation process WNED has used in the past involving evaluation of previews and school representative input.

The one difference in program selection is that because of the flexible nature of the Video Library, more secondary school programming can be evaluated and selected.

2. Can all programs broadcast on WNED-TV be recorded and placed in the Video Library of each building?

No, only the programs indicated by the ITV department which purchases extended rights for these programs. A listing of these programs and the rights will be published each school year.

3. How long can an ITV series be used as a resource in the buildings?

Programs can be retained for the length of the rights purchased by WNED-TV. WNED-TV will seek long-term rights for programs put in the Video Library. On an annual basis, WNED-TV will be responsible for notifying schools when rights to use programs end.

4. What does the school need to do when rights cease?

There are two options:

- The tapes need to be erased and a certificate of erasure signed by a school official.
- Direct rental or purchase from some distributors is possible.

5. How often will programs be fed overnight?

Video Library programs will probably be fed during a one-month time period during the year with advance information coming from WNED-TV.

6. What if a school misses a taping?

Schools may be able to contract with a Board of Cooperative Educational Services for tape duplication at a cost specified by BOCES. (Details need to be worked out.)

7. What will happen to the ITV daytime broadcasts since the new ITV programs will be distributed on an overnight basis?

Daytime ITV will eventually be phased out based on our normal utilization and evaluation procedures. For example, this fall past ITV programs will be on between 10:00 a.m. and approximately 12 noon.

Other more general programming for children and adults will gradually take the place of the majority of ITV programs.

In the future, ITV will continue to broadcast current events programs (including local news specials like the Governor's State of The State follow-up), special in-service programs of a timely nature and other programs as they become available.

III EDUCATIONAL HARDWARE

As an incentive to the fall of 1984 premiere of the Video Library Project, WNED-TV will be funding one third of the cost of a specified 1/2" video cassette unit at one per school building. This funding is limited.

Also, a district will be able to purchase additional specified VCR's at a group buy price.

1. Approximately how much will the VCR machines cost?

VCR funded by WNED-TV	@$335.00-$350.00 (1 per building)
VCR on group buy	@$500.00-$525.00

2. Who owns the machines?

The school owns the machines. However, since the funding is for the use in the Video Library Project, the station reserves the right to review their use.

3. Why is only one machine specified for funding?

Three reasons:

- The best cost for an individual VCR is based on a group buy for all participating schools.

- As WNED-TV distributes its recommendations and information for the library (various tape speeds, counter settings, cataloging), schools will be able to work in an efficient manner and be compatible with one another.

- WNED-TV and the many participating schools can act as one voice in coordinating the Video Library efforts with the manufacturers, and be able to evaluate the project along the same guidelines.

4. Can schools participate using other machines?

Yes. But only one machine will receive the WNED-TV funding and group buy. Also, any communication from the station will be based on the one VCR including the recommendation of longer playing modes which are available on 1/2" machines.

5. What are the main advantages of the 1/2" VHS machine?

- 2-8 hours of extended record and playback time
- portability
- low cost (machine and videotape)
- tape storage (less space needed)
- built-in timers/tuners

At what tape speed will schools be asked to record?

During the first year WNED-TV will be feeding in two hour components each morning. This will serve two factors:

- There will be fewer ITV programs on each tape. (For example, 8 fifteen minute programs on one tape as compared to 16 fifteen minute programs at a 4 hour mode.) This keeps a user from tying up more programs than necessary.
- At the present time the quality of the 2 hour mode is best.
- Some schools still have machines that can only record 1 hour of programming (they will use two machines at two different times).

IV ADMINISTRATION RESPONSIBILITIES

1. As an administrator what agreements do I sign off on?

   - A purchase order for the amount of machines desired.
   - A letter of agreement related to the intended use of the machine for the Video Library Project.
   - An agreement to erase videotapes as per WNED's direction.

2. What additional costs and considerations will need to be met to insure the success of the Video Library in my schools?

   - Blank 1/2" tape @$10.00 per cassette. (approximately 15-20 hours depending upon final program selection and school grade level)
   - TV monitors/carts (if none exist)
   - Reception equipment should be checked.
   - Assignment of a Video Library school building representative to receive WNED-ITV information and to attend an orientation meeting/workshop.

3. Will a school need additional personnel?

   No. In fact the project frees up personnel and the machine during the daytime. Today's VCR has a built-in timer allowing the school representative to set it up one day for overnight taping. The tape is then ready for playback use on the same machine the next day. In this manner the person and the machine have performed double functions.

4. What's the timeline?

- Purchase orders from schools (February-early July)
- Selection of VCR (March, 1984)
- Ordering of VCR's from distributor (July)
- Delivery and Workshops (September)
- Premiere feed (November) depending on earlier deadlines

V LONG RANGE

1. What is the long-term goal?

As the project develops and as we seek continued funding for the next three years, it's hoped that all buildings will eventually have a minimum of 2-3 1/2" VCR machines. Also, as schools acquire more tape stock, WNED-TV would consider recommending a longer recording/playback mode. Some schools will want to have duplicate sets of tapes for some popular series.

Programming wise, in three years the Video Library programs available in a school building library should exceed the number of programs which we are presently offering, with emphasis in the secondary schools.

WNED TV VIDEO LIBRARY

WNED-TV VIDEO LIBRARY PROJECT SUMMARY FOR CEN

DISTRIBUTION METHOD:	WNED-TV broadcasts ITV programs by curriculum and in sequence on an overnight basis (between 1:00 a.m. and 4:00 a.m.) for schools to record utilizing 1/2" VCR's with tuner-timers.
PARTICIPATION:	310 individual schools formally participated by purchasing at least one 1/2" VCR 74 additional VCR's were purchased by these same schools for further implementation of the Video Library Project 71 of 88 targeted school districts are represented by the project
FEEDS:	152 hours utilized for Fall, 1984 and Spring, 1985 feeds
PROJECT ADVANTAGES:	- access to entire series on a few 1/2" tapes (low cost) - allows for efficient planning and usage of programs by teachers - flexibility of scheduling for teachers - increased scheduling of high appeal, prime-time programs by WNED-TV from Noon to 3:00 p.m. - schools can maintain a large videotape library over the years - increased awareness of ITV (interim report)
CONCERNS:	- added staff needed to help in utilization, awareness and scheduling - schools need to be forewarned of "change" through direct mailings --mostly newsletters and workshops - project needs long-range planning so it is effective - liaisons in buildings need "extensive" hands-on training with 1/2" VCR's to learn its operation - back-up services for missed tapings by schools need to be established - schools need more VCR's, more TV sets - project puts those schools without 1/2" equipment almost out of the picture
COSTS:	- ITV program costs remain about the same - added staff - overnight personnel (2) for about 143 hours - awareness material - increase in tape costs
NORTHEAST PILOT:	- approximately seven PTV stations are planning to participate during the 85-86 school year - 75 hours of programming will be scheduled between 3:00 a.m. and 6:00 a.m. (access to PBS satellite at no charge during these hours) - equipment purchase will be through a group buy keeping cost for recorder/playback unit at $500.00 and for playback unit only at $448.00 - uplinking and storage of tapes will be done by WITF, Harrisburg with WNED responsible for program scheduling and administration

SEPTEMBER 10-14
WNED-ITV VIDEO LIBRARY WEEK
SCHEDULE OF EVENTS

To kick-off WNED-TV's pioneering ITV Video Library Project, the station's Educational Services Department has dubbed September 10-14 "Video Library Week." During this time, a variety of broadcast and training activities will take place for participating schools.

BROADCAST SPECIALS Each day from 10:00 a.m.-Noon, hour long curriculum-targeted TV modules will be broadcast. These specials will feature Video Library programming previews, live in-studio "wrap-around" interviews with local educators, and pre-taped segments with New York State Education Department spokespeople. Schools are encouraged to record and library these modules for teacher use. SEE BROADCAST SCHEDULE BELOW.

VIDEO LIBRARY TRAINING SEMINARS AND PICK UP OF VCR ORDERS AT WNED-TV. To successfully implement the ITV Video Library Project, over 270 school building contacts, officially designated as "Video Library Liaisons" by Chief School Officers will participate in an afternoon training seminar during this week. Scheduled activities will include hands-on experience with Panasonic's new 1/2" VCR, review of Video Library programming resource kits, and receipt of VCR units. Plan to attend one of the sessions listed below.

SPECIAL GUEST, KEN WINSLOW - noted Telecommunications writer, consultant and futurist will be featured guest of a live, Video Library Studio Interview (Wednesday at 11:00 a.m.), and will Keynote the first WNED-ITV GENERAL ASSEMBLY meeting of the 1984-85 school year (Wednesday afternoon 1-3 p.m.)

MORNING Broadcasts of Curriculum Specials With Live Studio Interviews With Western New York Educators

	MONDAY, September 10	TUESDAY, September 11	WEDNESDAY, September 12	THURSDAY, September 13	FRIDAY, September 14
10 am	TV FOR LEARNING - The Arts . Adventures in Photography . Arts Express . From Jumpstreet	TV FOR LEARNING - Science . Featherby's Fables . Human Community . Sci-Fair . Spaces	TV FOR LEARNING - Language Arts . Teletales . Watch Your Language . Multi-Discipline Selectiors	TV FOR LEARNING - Career Awareness & Practical Arts . Making It Work . Spaces . YES, Inc.	Working With 1/2" Video Technology: A VCR User Orientation Special Presents the basics of Panasonic's AG2200. Useful for teachers and Video Library Liaisons.
11 am	TV FOR LEARNING - Mathematics . A Reading Approach To Math (In-Service special and sample episode)	TV FOR LEARNING - Social Studies . Across Cultures . Give & Take . Out & About . Saudi Arabia	VIDEO LIBRARY INTERVIEW WITH KEN WINSLOW, Telecommunications writer and consultant	TV FOR LEARNING - Health/ Safety . Old Enough To Care . Powerhouse . School Bus Safety . Well, Well, Well . Multi-Discipline Selections	10:15 TV FOR LEARNING - Guidance: Personal & Social Growth . Moving Right Along . On The Level . Powerhouse
11:30 am			School Administration of the WNED-ITV Video Library Project		11:15 VIDEO LIBRARY INTERVIEW WITH KEN WINSLOW, rpt. 11:45 Working With 1/2" Video Technology: A VCR User Orientation Special, rpt.

AFTERNOON Training Seminars at WNED-TV For Building Level "Video Library Liaisons" (Hands-on experience with Panasonic's new VCR, review of Video Library Resource Kits. Liaison attendance prerequisite of VCR receipt.)

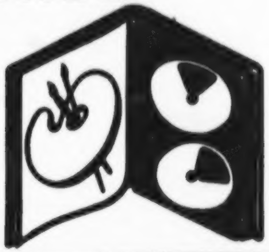
	MONDAY, September 10	TUESDAY, September 11	WEDNESDAY, September 12	THURSDAY, September 13	FRIDAY, September 14
1-3 pm	VIDEO LIBRARY TRAINING SEMINAR	VIDEO LIBRARY TRAINING SEMINAR SPECIFICALLY FOR BUFFALO PUBLIC SCHOOL LIAISONS	WNED-ITV GENERAL ASSEMBLY MEETING, Ken Winslow, Keynote Speaker (at WNED-TV)	VIDEO LIBRARY TRAINING SEMINAR	VIDEO LIBRARY TRAINING SEMINAR
3:30-5 pm		VIDEO LIBRARY TRAINING SEMINAR		VIDEO LIBRARY TRAINING SEMINAR SPECIFICALLY FOR NON-PUBLIC & PAROCHIAL SCHOOL LIAISONS	

WNED-ITV
VIDEO
LIBRARY

What impact will WNED-TV's Video Library Project have on me, the classroom teacher?

WNED-ITV VIDEO LIBRARY PROGRAMMING 1984-85

The Arts



Adventures in Photography

This Eastman Kodak Company production presents the mission of Captain Cam Camera and his robot-like side-kick Mark. Together they introduce beginning photographers to the basics... imagination, subject, light, film, camera, and picture. Grades 4-7

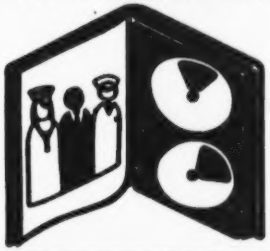
Arts Express

A delightful way to introduce children to the visual arts, music, and dance, *Arts Express* can be used by classroom generalists as well as art specialists. Programs explain the arts as a simple communication process. Grades 2-4

Also:

- From Jumpstreet
  Junior/Senior High

Career Education



Spaces

Spaces presents people and career profiles, and technological information in a fast-paced format of mini-documentaries, animation, and music. The aim is to inspire, and teach scientific facts in a way which leaves room for questions. Grades 4-8

Yes, Inc.

Developed to inspire minority youth to prepare themselves for technological careers, this dramatic series is set in a community employment skills training center. Programs help teenagers realize personal strengths and relate these to career options. Grades 9-12

Also:

- Making It Work
  Grades 9-12

Health

Powerhouse

Each *Powerhouse* episode tells a fast-paced story of action and adventure exploring such issues as mental and emotional health, nutrition and physical fitness, personal and group ethics, and social and environmental problems. Junior/Senior High

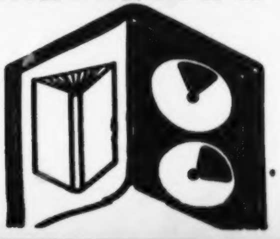
Well, Well, Well

Children like to be in charge, especially of things that concern them! Primary students can take an active part in protecting, maintaining, and improving their own good health. In this series, Slim Goodbody shows them how! Grades K-3

Also:

- Love Talk With Leo Buscaglia
  Grades 9-12
- Moving Right Along
  Grades 9-12
- Old Enough To Care
  Grades 9-12

Language Arts



Teletales

Drawing on the oral legacy of cultures all around the world, *Teletales* kindles children's imaginations, preparing them to like reading to themselves and others. Produced by John Robbins, programs feature master storyteller Paul Lally. Grades K-3

Watch Your Language

Knowing the right word for the right moment makes all the difference! Presenting new vocabulary in its natural context, this series focuses on teenage interest areas and capitalizes on 7-10th graders' natural fascination with words. Grades 7-10

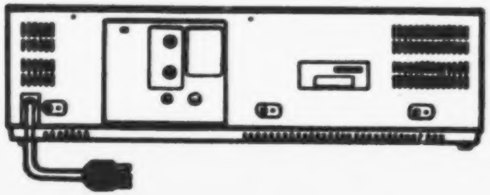
Also:

- From Jumpstreet
  Junior/Senior High
- Love Talk With Leo Buscaglia
  Grades 9-12
- Moving Right Along
  Grades 9-12

Mathematics

Reading Approach to Math

Designed to assist students of various ability levels interpret and solve written mathematical problems, *Reading Approach to Math* includes topics like words and symbols, how to read a math problem, and estimating. Grades 7-12



For further information, contact Ch. 17's Educational Services Dept., 881-5000.

Multi-Discipline

Moving Right Along

Featuring Academy Award nominee Howard Rollins, this series is designed to help improve communications between teenagers and their parents. The comedy-drama takes place in a school communications club setting and addresses contemporary issues. Grades 9-12

Old Enough To Care

Today more than one out of ten persons in the country is 65 or older. By 2010, when today's teenagers have reached their forties, that ratio will be one in 7.6 persons. Don't miss the first ITV series to explore issues of aging. Grades 9-12

Also:

- Love Talk With Leo Buscaglia
  Grades 9-12
- School Bus Safety
  Grades K-12

Science

Featherby's Fables

In each episode of this motivational science series, the crotchety, lovable puppet Frank Featherby reads his young friends, William and Mary, witty adventure stories about people who use their knowledge of science to solve their problems. Primary Grades

Sci-Fair

Working on a science project is a creative adventure! *Sci-Fair* involves students in understanding the investigative nature of scientific research. On-location visits to many science fairs feature interviews with scientists, teachers, judges, and award winners. Grades 6-9

Also:

- The Human Community
  Grades 6-10
- Spaces
  Grades 4-8

Social Studies

Out and About

Five and six year olds are reaching out into the world, entering school, meeting new people, making new friends, examining new things and sharing information. *Out and About* helps viewing children learn about these important social skills. Grades K-1

Saudi Arabia

In less than fifty years, Saudi Arabia has emerged from near total obscurity to become a major influence in world affairs. This series provides contemporary information about this important country, its past, present, and future. Grades 9-12

Also:

- Across Cultures
  Grades 6-8
- Give & Take
  Junior/Senior High
- Old Enough To Care
  Grades 9-12

Easy Access to ITV & New Video Technology

Beginning Fall '84, WNED-TV will expand its method of distributing instructional TV programs to schools. Twenty-two series (16 of which are new) will be broadcast in sequence on an overnight basis.

Participating schools will then record selected programming on videotape and create **building-based ITV video libraries.**

Half-inch video technology makes this concept workable and economical. Also, WNED-TV is helping schools acquire ½" VHS video cassette recorders through a special WNY group buy and funding incentive.

Overnight ITV Broadcasts

- Having entire ITV series on **videotape** in your building - easy to preview and use upon need!
- Being able to **check-out** an ITV videocassette from your Library/Media Center, just like you check-out a book!
- Scheduling use of ITV Video Library tapes around your curriculum needs.
- Knowing that one of your building colleagues is a **Video Library Liaison** and can provide you with WNED-ITV programming and teacher resource information.

How can I join the Video Library team?

1. **Express** your interest to building decision-makers and find out how your school plans to participate.
2. **Review** Ch. 17 ITV program information (see reverse side) and **identify** series you want to use.
3. **Request** building-level taping now!

WNED-TV, Educational Services Department, 184 Barton Street, P.O. Box 1263, Buffalo, New York 14240 716-881-5000

Safety

Category: Safety

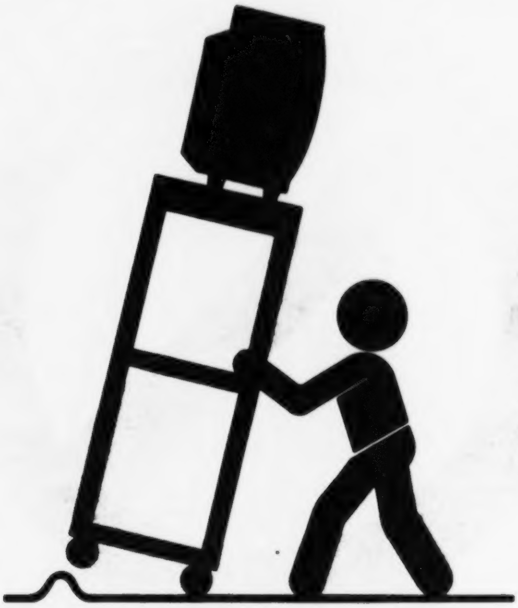
Submitted by:
Carol Lang
RETAC
Los Angeles County Office of Education
9300 East Imperial Highway
Downey, California 90242-2890

Hazard Alert

Recently, the deaths of children have brought the safety hazard of moving televisions and carts to the attention of the educational television community. Through our committees and safety engineer, a poster was developed that was distributed to every school in RETAC's nine-county service area. A memo went to administrators, asking them to reinforce the importance of the warning with their staff. Smaller fliers were made available for duplication and further distribution. The posters were also sent to other interested persons in the community, such as librarians, television station personnel, community liaisons, etc. Currently, the symbol at the top of the poster is being reprinted as a sticker to attach to equipment. The small flier is used in workshops and is being added to the yearly broadcast schedule. This is, and will be, an on-going effort.

To All Staff

Hazard Alert: TV Carts



Privilege Turns to Tragedy in Ohio

On October 15, 1984, Laura Dieringer, a third grade student at Warstler Elementary School in Plain Township, Ohio, was killed when a 25" television set and cart overturned on her.

According to her father, Laura had recently been picked by her teacher to bring the video equipment cart to the classroom.

Similar circumstances reportedly led to fatal injuries in Illinois and West Virginia and serious injury in Washington State.

We're not dealing with a "freak" accident—it could happen here! The following are steps all teachers can take to make certain the tragedy which befell Laura and her family isn't reenacted in their classroom:

1. *Don't* allow children the "privilege" of moving TV carts.
2. Make sure the TV set is securely attached to the cart. (Note: This alone will not eliminate the danger—the set that struck Laura *was* bolted to the cart, which tipped over.)
3. Be sure the wheels/casters turn freely before moving the cart.
4. Push *only* in the direction of the long base dimension. That is, edgewise, not flatwise.
5. Report any problems with the cart to your school administrator, just as you would problems with the video equipment.

Regional Educational Television Advisory Council (RETAC)
Los Angeles County Office of Education
9300 East Imperial Highway, Downey, California 90242-2890
(213) 922-6216

The Agency for Instructional Technology is a nonprofit American-Canadian organization established in 1973 to strengthen education through technology. In cooperation with state and provincial agencies, AIT develops instructional materials using television and computers. AIT also acquires and distributes a wide variety of television, related print, and computer materials for use as major learning resources. It makes many of these materials available in audiovisual formats. From April 1973 to July 1984, AIT was known as the Agency for Instructional Television. Its predecessor organization, National Instructional Television, was founded in 1962. AIT's main offices are in Bloomington, Indiana.

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